

**USING SEMANTIC MAPPING TO IMPROVE 7th GRADE STUDENTS'
READING COMPREHENSION IN SMPN 1 JETIS IN THE ACADEMIC
YEAR OF 2013/2014**

A THESIS

**Presented as Partial Fulfillment of the Requirements to Obtain a *Sarjana*
Pendidikan Degree in English Education Department**



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JETIS IN THE ACADEMIC YEAR OF 2013/2014**

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan dengan mengikuti tata cara penulisan karya ilmiah yang lazim. Apabila terbukti pernyataan ini tidak benar, hal itu merupakan sepenuhnya tanggung Jawab saya.

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DEDICATIONS

My thesis is dedicated to:

my beloved mother, father, and brother who love me

all my friends who support me

MOTTOS

Not slothful in business; fervent in spirit; serving the Lord;
Rejoicing in hope; patient in tribulation; continuing instant in prayer;

[King James Version, Romans 12:11-12]

ただ笑うとこ、きっと夢が叶うとこ。

Let's just smile, I'm sure our dream will surely come true.

[Arashi (嵐) - 5 x 1 0]

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At last, I realize that this thesis is so far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I expect that thesis will give some contribution to the improvement of the English teaching and learning.

Yogyakarta, December, 2014

Natalisa Krisnawati

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ABSTRACT

This research was aimed at improving students' ability in reading comprehension through semantic mapping for Grade VII E of SMP Negeri 1 Jetis Bantul Yogyakarta in the academic year of 2013/2014.

This research was categorized as action research. The actions were implemented in two cycles based on the class schedule. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The subjects of the research were 30 students of class VII E of SMP Negeri 1 Jetis Bantul Yogyakarta in the academic year of 2013/2014. The data of the study were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process, and interviewing the students, the English teacher and the collaborator. The data were in the form of field notes, interview transcripts and photographs. Meanwhile, the quantitative data were acquired by conducting the pre-test and the post-test of Cycle I and Cycle II. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity, process validity and outcome validity.

The research findings showed that the use of semantic mapping in teaching reading comprehension was able to improve the students' ability. It included their abilities in relating their prior knowledge with new information and associating the supporting details with the main idea. Besides, teaching reading comprehension using semantic mapping could attract students to read texts. The students became more enthusiastic in reading texts after semantic mapping was applied in the class. Based on the quantitative data, the students' mean score obtained in the pre-test was 63.00. It increased to 74.73 in the post-test of Cycle I and reached 81.93 in the post-test of Cycle II. It means that the average score in the final post-test increased by 18.9333 from the average score in the pretest. According to the *t* statistic, the score difference is significant at $p < 0.05$.

Key words: Reading Comprehension, Semantic Mapping

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is an essential part of communication. Communication occurs not only between people, but also between people and text. Good interaction between texts and readers should be made so that the message in the text can be well transferred.

Reading skill is a necessary ability that every learner needs. Unfortunately, how to teach reading efficiently has not been given much attention in some schools. Reading cannot be separated from comprehension. Many problems are found related to reading comprehension. Many English learners find it difficult to comprehend English texts. They get troubled when they encounter unfamiliar words. In this state, readers begin to panic and stop reading to look them up in dictionaries and it interrupts the normal reading process. It actually destroys their chances to comprehend much of the text. The relationship between knowledge of word meanings and comprehension has been well documented by researchers and admitted by students. Many of them admit that sometimes they do not understand what they are reading because the words are too hard for them. When they are unable to deal with the problem, it will make them likely to be reluctant to read the whole text. In the end they are stuck with their inability in comprehending texts.

Students who already know 90-95 percent of words in a text are able to get the main idea of the text and therefore to guess correctly the remaining unfamiliar words' meaning (Hirsch, 2003). On the opposite, those who know only 10 percent

of words in a text do not comprehend the passage. They miss the opportunity to understand the text and learn more words. Vocabulary knowledge grows when new words occur repeatedly in context through reading or listening.

In order to gain meaning of new words while reading, it is necessary to use prior knowledge, making predictions about meaning and gradually refine that meaning (Blachowicz and Fisher, 1996). An important part of teaching background knowledge is teaching the vocabulary related to it; on the other hand, learning vocabulary also means learning the conceptual knowledge associated with the word. Comprehension is facilitated when vocabulary is taught in depth before reading begins and while reading.

Some efforts are required to master the reading skill. According to Nunan (1998:33) reading needs identification and also interpretation processes which require the readers' knowledge about the language structure used in the text and their knowledge about the given topic. This kind of complexity makes students less interested in reading. They find it difficult to comprehend what is discussed in the text since they do not know the technique which can help them to read more efficiently. We can find this situation in almost every language class.

Sanders (2001: 26) classifies reading comprehension into two separate categories, the "passive" unskilled readers from the active readers. Skilled readers do not merely read, but they have an ability to interact with the text. Skilled readers are able to predict what happens next using clues in the text, identify the main idea of the text, and monitor understanding of the sequence, context, or characters.

Most of junior high school students still have difficulties in comprehending texts. Many of them are classified as passive readers. They cannot do what skilled readers supposed to do. They do not know how to extract information from the text.

The same situation also occurred in the school where the research was conducted. The reading skill of the students in SMP Negeri 1 Jetis was not as expected. It can be seen from the result of previous test given by the English teacher, the observation held, and the interview with the English teacher.

Based on the preliminary observation on the teaching-learning activity in SMP Negeri 1 Jetis, the researcher found that there were some problems related to students' reading comprehension. The students encountered some difficulties in comprehending English texts. In the interview with some students, they said that they got into difficulties in identifying the implicit and explicit information of the text. Besides, many students have low motivation in the reading class.

In the daily classroom activity, the students had difficulties in doing their reading assignment. The students frequently had to open the dictionary to find the meaning of unfamiliar words. They also found it difficult to work using dictionaries, since a word may have two or more meanings. They took a relatively long time to comprehend a text. The worse thing was that students sometimes could not get the intended meaning of a text, so when they were asked to answer reading comprehension test they often got wrong answers. The condition indicated that the students had low proficiency in understanding a text.

At the time the result was conducted, SMP Negeri 1 Jetis used the School-based curriculum. *Permendiknas* no. 24, 2006 at the seventh article in point b states that teachers under *Badan Penelitian Dan Pengembangan Departemen Pendidikan Nasional* can develop the School-based curriculum innovatively. It means that teachers have the right to use a method or a technique in a teaching process as long as the technique can facilitate to achieve instructional goals. They have to be able to make an interesting material and to use an interesting technique.

Considering the facts above, the researcher believes that some efforts are needed to solve the problem in the English teaching and learning process especially in the teaching reading comprehension. In order to solve the problem, the researcher is motivated to conduct action research. Semantic mapping would be used during the study as a technique to improve students' reading comprehension.

Semantic mapping is a useful technique to facilitate the students in comprehending texts properly. The semantic mapping strategy or Structured Overview, as it is sometimes called, is a schematic diagram of the major concepts of a text. Semantic mapping helps the students to activate their background knowledge before reading, monitor their comprehension when they are reading, and evaluate their comprehension after reading. Also, it can be a helpful reference for students to use in clarifying confusing points as they are reading. Besides, it can be easily applied in the classroom.

B. Identification of the Problems

From the initial observation in SMP Negeri 1 Jetis, the researcher finds some problems. The problems are related to the students and the teaching technique.

The students had low proficiency in reading comprehension. They lacked vocabulary so that they had to struggle with it every time they try to comprehend a text. As a result of the problem mentioned, most of the students saw English as a difficult subject. They would get demotivated when they were given an English text to read.

The other problem was related to the teaching technique in the reading comprehension. The teacher only focuses on testing the students' ability to translate and answer the question. She rarely taught the students to use reading strategies properly. She usually gave texts and asks the students to read and answer questions related to them, but she never taught how to comprehend a text properly.

C. Limitation of the Problem

The researcher and the collaborators of this research agreed that the instructional reading technique, called a semantic mapping technique, has great contributions to improve students' reading comprehension. Therefore, the problem of this study is limited to improve the students' reading comprehension through semantic mapping at the seventh grade of SMP Negeri 1 Jetis which was determined in the field collaboratively.

Semantic mapping was proposed as the action to improve students' reading comprehension since it is beneficial to facilitate the students' in

comprehending texts properly. Semantic mapping helps the students to activate their background knowledge before reading, monitor their comprehension when they are reading, and evaluate their comprehension after reading. Besides, semantic mapping technique can also be easily implemented in the classroom. The students only need to complete the map to record their thinking process.

Based on the observation and interviews, this action research would only be implemented in class VII E since the students of VII E had low proficiency in reading comprehension. It was expected that the semantic mapping technique can scaffold the students in understanding the text so that the students can improve their reading comprehension.

D. Formulation of the Problem

Based on the identification and the limitation of the problems above, the research question is formulated. The research question is stated as “How does the use of semantic mapping activity improve the students’ reading comprehension at SMP N 1 Jetis?”

E. Objective of the Study

This study aimed at improving the students’ reading comprehension at the 7th grade students of SMP N 1 Jetis through semantic mapping.

F. Significance of the Study

The researcher hopes that the findings in this study can give benefits for some parties. They are described as follows.

For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for reading.

As the collaborators, the English teacher of SMP Negeri 1 Jetis and the researcher colleague can use the findings of this study as a source of information in using semantic mapping as the media to teach reading comprehension.

For the students, the result of this research is expected to give them a new experience in English learning, especially in learning reading, so they can be more motivated to develop their abilities. The students are also trained to use the semantic mapping technique so that they can use it anytime to help them to comprehend texts.

For teachers, the result of this research is expected to provide them with alternative media to teach reading. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning in the class.

For other researchers, the result of this research is expected to be references in conducting another similar research.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Definition of Reading

Alyousef (2005) states that reading can be seen as an interactive process between a reader and a text which leads to reading fluency. In this process, readers interact dynamically with the text in order to elicit the meanings using various kinds of knowledge through linguistic knowledge as well schematic knowledge.

McKnight (2000) believes that reading comprehension, or the construction of meaning while reading, is the goal of reading and is not a solitary and simple process. It is a complex and dynamic process in which the reader decodes the writer's words and draws on his own background knowledge to construct an understanding of the text that is similar to the writer's intent. Comprehension relies on the reader's experiences, knowledge about language, knowledge of the text structures and genres, metacognitions, basic reasoning abilities and active engagement.

Barr, Sadow, and Blachowicz (1990) also emphasize that reading is an active process in which readers interact with the text to reconstruct the message of the author or writer. They cite from recent research that states the extent to which reading depends on the background knowledge of readers and printed symbols during the process of constructing knowledge.

Dechant (1991) mentions that reading is clearly a process which is complete only when comprehension is attained. He believes that reading will be

completed if a reader attains full comprehension. The critical element is that the reader reconstructs the message encoded in the written language. Comprehension depends as much or even more on the information stored in their reader's brain than on the information stored in the text.

From the definitions above, reading is an active process between the reader, writer and the text. Most scholars agree that in order to attain comprehension, readers should bring the background knowledge and experience to construct the meaning besides linguistic knowledge.

2. Reading Comprehension

Reading comprehension is not necessarily different from other kinds of comprehension. Comprehension is sometimes, but not always related to the speed of reading. Reading comprehension means the ability to understand the material given by the author.

Wolley (2011) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

From the statement above, it can be known that reading with comprehension covers not only reading the words, but also trying to comprehend or understand the message in the selection of the essential facts. One indication that a reader already comprehends the selection is when he can answer the questions based on the selection.

Jarolimek (1985, in Muhtar 2010) points out that reading comprehension is social studies consisting of at least four components:

- a. Getting the literal meaning or a general understanding of what is being communicated.
- b. Understanding and remembering facts detail that supports the ideas.
- c. Recognizing and remembering the sequence of ideas or events presented, and
- d. Following direction.

All the four components above show that in reading comprehension the reader has to understand and remember the author's ideas in the selection and try to find the supporting detail that support the ideas.

3. Models of Reading

a. Bottom-up Model

A bottom-up model views comprehension as proceeding linearly from the isolated units in the lower levels (e.g. letters, words) to higher levels of comprehension. It is a reading model that emphasizes the written or printed text. The result is in meaning which proceeds from part to whole. According to Rumptz (2003), the bottom-up model of reading ability is primarily concerned with the recognition of individual letters, phonemes and words. This knowledge then leads to the recognition of individual words of the text presented to readers. The meaning of the whole text is a process of building understanding of individual letters to the word level, then to the sentential level, and finally the text level. The emphasis is on the printed text and what readers receive from this, rather than the knowledge that the reader brings to the text (Lipson & Wixson, 1991). For

bottom-up models, a reader needs to follow this process: identify letter features, link these features to recognize letters, combine letters to recognize spelling patterns, link spelling patterns to recognize words, and then proceed to sentence, paragraph and text-level processing.

b. Top-down Model

Paran (1992) suggests that top-down model, in contrast to bottom-up, posit a non-linear unit of the process in which comprehension begins with the readers' contribution from higher levels of processing, and proceeds to use the lower levels selectively. Rumpt (2003) explains that the top-down model, on the other hand, places the emphasis on the reader's active participation in the reconstruction of the meaning in the text. It looks at the reader's knowledge base and his/her ability to make predictions using this base. Carrell (2002) states that top-down processing is the making of predictions about the text based on prior experience or background knowledge, and then checking the text for confirmation of predictions. Moreover, Dechant (1991) emphasizes that top-down reading is a processing of a text that begins in the mind of the readers with meaning-driven processes, or an assumption about the meaning of a text. From this perspective, readers identify letters and words only to confirm their assumptions about the meaning of the text.

From the definitions mentioned above, a top-down model is quite opposed to a bottom-up model. It focuses on what readers bring to the text and the whole part of the reading material.

c. Interactive Model

In reality, it seems that the reading process is an integration of two models. After all, what readers would be able to get to higher level thinking skills involved in the top-down model without going through the learning stage of the bottom-up model. The interactive model suggests that a reader needs to have access to both the lower order thinking and decoding skills and the higher order thinking skills. Rumptz (2003) mentions that reading comprehension, in accordance with the interactive model, involves the use of the reader's linguistic decoding processes to tap into his or her psycholinguistic strategies and schematic knowledge.

4. Strategies on Reading Comprehension

Grellet (2003: 4) offers some strategies in reading comprehension as follows:

a. Scanning

Scanning is quickly going through a text to find a particular piece of information. The readers only try to locate specific information (ex: name, a date, etc.) and do not follow the linearity of the passage.

b. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. It is a more thorough activity which requires an overall view of the text and implies definite reading competence.

c. Extensive Reading

Extensive reading is reading longer text, usually for one's pleasure. This is a fluency activity mainly involving global understanding. The reader has a general understanding without necessarily reading every word.

d. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail. Readers are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

5. Factors Influencing Reading Comprehension

It is a fact that most students have some difficulties in comprehending a text. Those difficulties cause deficiencies in the reading process. Inadequate comprehension is usually created by some factors. According to Cushenbery (1985: 62) there are several factors which influence reading comprehension so that the comprehension is not optimum. They are:

a. Emotional Factor

Learners usually become severely frustrated when they are not able to comprehend reading material satisfactorily. Their unsuccessful attempts to read, which makes them conspicuous in a socially unfavorable way, are the reason they are disappointed and ashamed. Children who are depressed or hyperactive have great difficulty in reading. Their home environment which is not harmonious with their psychological problems can hinder their concentration.

b. Intelligence Comprehension

Wolf (1987: 307) stated that reading comprehension can be defined as information processing. It assumes that reading comprehension is a cognitive process. First, the input is perceived in its visual mode and then it is processed in a general cognitive level. Therefore, a particular level of comprehension needs a particular level of intelligence. There are different levels of intelligence needed in dealing with comprehension questions at the literal, interpretive, critical, and creative level.

c. Physical Factors

Learners who have health problems such as obesity, malnutrition, neurological difficulties and granular disturbances may have a significant negative impact on reading in general and comprehension in particular.

d. Background Experience

Those who have limited experiences with words in the number of settings will have difficulty with comprehension in general because of their low level of schemata. Besides, Baker and Brown (1985: 32) state that the ability to grasp the logical organization of the text is firmly rooted in the reader's prior knowledge of the world. If a reader does not have the relevant background information, it may be difficult or impossible for him to detect the logical organization of the text being read. It can be said that efficient comprehension requires the ability to relate the textual material to the reader's existing or prior knowledge.

6. Level of Reading Comprehension

Some people say that the act of reading only consists of pronouncing words. They consider that comprehension is not important. Concentrating on pronouncing words rather than comprehending the essence of the passage is a waste of precious time. Based on the idea above, the teacher needs to emphasize the basic comprehension skills. According to Burns et.al. (2011: 177) there are four levels of comprehension:

a. Literal Reading

Literal reading or reading for literal comprehension which involves acquiring information that is directly stated in a section, is important and also a prerequisite for higher level understanding. At this level, the readers are able to comprehend what the author has said.

b. Interpretive Reading

Interpretive reading involving reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. At this level, the readers are able to understand what the author means.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusions about their accuracy, appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

d. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination.

7. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a method or technique that is used as this can influence the way he/she manages the class.

In teaching reading, a teacher must teach the four levels of comprehension level. First, use a discussion or questioning technique that brings out just what the author said or in other words, in pre-reading; a teacher asks questions related to the topic before he starts his reading. It is probably more effective to develop a desire to read the article and help them arrive at a literal understanding of the piece to be read. Then, after the students have completed reading the assigned section, the teacher and students should discuss it.

Based on the theories above, it can be concluded that reading is a complex process to obtain ideas or meaning from a text which is symbolized in written or printed language. Comprehension in reading means that when someone reads he

must understand what he reads. It can be said that in reading comprehension, there should be an interaction between the author and the reader. The author expresses his ideas in the form of written language and the reader has to understand the meaning of the text intended by the author.

To be able to achieve the purposes of reading comprehension, one should have some basic reading skills as follows; (1) literal skills (getting the central thought and the main idea, recalling and recognizing of facts and information, finding answers to specific questions); (2) interpretive skills (drawing conclusions, generalizing, deriving meaning from context); (3) critical skill (determining the writer's purpose); and (4) creative skills (applying information into daily life).

In relation to the study, those skills can be implemented in two levels of understanding as follows:

a. Reading the lines

Learners are able to understand the literal meaning i.e., responding to the precise meaning of familiar words in their context and inferring the meaning of unfamiliar words from contextual clues and also visualizing the scenes and events the words conjure up.

b. Reading between the lines

Learners are able to get the writer's intent and purpose, to interpret clues to character and plot, and to distinguish between fact and fiction.

Based on the definition above, teaching reading comprehension is a guidance that is done by the teacher to enable learners to reach comprehension of

the text using a certain technique. The teacher can lead the learners to understand a text using some strategies on reading comprehension.

8. Pre-reading Activities

Anderson (1999) emphasizes that there is research conducted by second language reading researchers showing that reading comprehension and skills are enhanced when prior knowledge is activated. Adequate data also suggest that inducing appropriate schemata through suitable pre-reading activities is likely to be beneficial.

. Zhang (1993) concludes that comprehension is facilitated by explicitly introducing schemata through pre-reading activities; therefore, the pre-reading stage helps in activating the relevant schema. In fact, pre-reading activities motivate students before the actual reading takes place.

Anderson (1999) suggests some classroom activities to facilitate the activation of prior knowledge that can be classified as the following:

- a. Pre-reading discussion or anticipated guides: The teacher asks questions about the topic intended to challenge students' knowledge and beliefs about the content of the passage.
- b. Semantic mapping: It is similar to brainstorming. The readers may be given a key word or concept related to the reading materials. Then the teachers ask them to generate words and concepts associated with the key words. Students can link ideas and concepts they know to the new one that will be learned.

- c. Understand text organization: Knowledge of text organization helps students to understand kinds of text, for example, the possible ways that a cause and effect text could be organized.
- d. Making predictions about what they think the text content will be, then students can read to support or reject their hypotheses.
- e. Monitoring students use of background knowledge activation strategies outside of classroom activities.

9. Semantic Mapping

a. Definition and Techniques

Semantic mapping is a visual representation of knowledge (Antonacci, 1991). Stoller (1994) also defined a semantic map as the graphic display of information within categories related to the central concepts and stimulating meaningful word associations.

Harvey et al. (2000) mentioned that semantic mapping strategies are valuable instructional tools. Unlike many tools that just have one purpose, semantic mapping is flexible and endless in application. One common trait found among semantic mapping strategy is that they show the order and completeness of a student's thought process - strengths and weaknesses of understanding become clearly evident. Many semantic maps show different aspects of an issue in close and also the big picture, since many semantic maps use short words or phrases, they are ideal for many types of learners, including English Language readers with intermediate proficiency. Tree maps can be used to show classifications, analysis, structures, attributes, examples, and brainstorming.

Oxford's study (in Svenconis & Kerst, 2002) noted the implication of semantic mapping in classroom instruction which requires a variety of basic memory and comprehension techniques (such as marking associations, grouping, and using visual memory of the semantic map) that associate relevant previous knowledge to the new.

Semantic map exercises facilitates students work as a group to gather their own resources simultaneously; they prepare students to understand, assimilate and evaluate the information to be read. Bringing this knowledge to the conscious level helps students make sense of the topic of an article to be read. Ajideh (2006) mentions that pre-teaching vocabulary probably requires that the words be taught in semantically and topically related sites so that word meaning and background knowledge improve concurrently. Zimmerman (1997) also states that direct vocabulary instruction focusing on semantic mapping as an acquisition strategy is more effective than vocabulary acquisition activities that teach only words rather than strategies for acquiring words.

Zaid (1995) advocated the introduction of semantic mapping in reading classrooms which had been proven to be a beneficial reading technique even for the native speakers of all educational levels. It was found that learners had shown an impressive improvement in such areas as vocabulary development, written ability and most importantly reading comprehension. Considering the positive impact semantic mapping had on EFL readers, studies by Crow and Quigley and Brown and Perry (in Zaid, 1995) confirmed the use of semantic mapping as a crucial vocabulary strategy.

From the definitions above, it can be concluded that semantic mapping is a graphic arrangement designed in the form of nodes (circles or squares) and connecting links to show how key concepts or main ideas and subordinate ideas are related to one another. It functions as an advanced organizer to activate student's background knowledge.

There are a number of ways to create maps. Widomski (1983, cited in Maggard 2000) promotes a combination of semantic mapping and directed reading activities to enable readers to make use of schemata so that they might achieve a fuller understanding of a text. Widomski says that word webs always consist of the following parts: a core question (which could be the main idea of the text, for example), the web strands (the answers to the core question), the strand supports/supporting details (the facts and inferences in a text), and the strand ties (the graphic representations of connections or lines drawn between major and minor ideas on a semantic map).

Maggard (2000) describes the procedure of semantic mapping used by Johnson & Pearson (1984) as follows:

First, instructors choose a core concept of a text and display it visually so that all students can see it. The core concepts might be written on a blackboard, on an overhead transparency, on a large sheet of paper, or even displayed from a computer which has an overhead projection system. Next, students are encouraged to write down a series of words or phrases associated with the core concept. After brainstorming and generating lists of words or phrases relevant to the topic, students are asked to compare their lists with their peers. Then students are asked

to illustrate relationships between each word on their list by linking the words or phrases together with lines.

During the process of constructing a semantic map, instructors can identify what is in and what is outside their learners' level of awareness in regards to core ideas and supporting details. This can provide instructors with important diagnostic information which can help them lead the class in an appropriate direction. It is only after students have completed the pre-reading maps that they read the text.

Recently, semantic mapping has been used in various ways, including the following (Maggard, in Muhtar 2010):

- a) As a technique for increasing vocabulary and improving reading comprehension
- b) As a means of improving the teaching of study skills
- c) As a framework for identifying the structural organization of texts
- d) As a means of teaching critical thinking skills
- e) As a link between reading and writing instruction

Sinatra (1986: 5) described different formats of semantic map; (1) the narrative sequence, format arranges information in several parallel hierarchical strands, (2) the thematic or descriptive map displays elements and details about people, places, or things around a central theme, and (3) the comparative and contrastive map; relationship among concepts by displaying how class, examples and attributes are related.

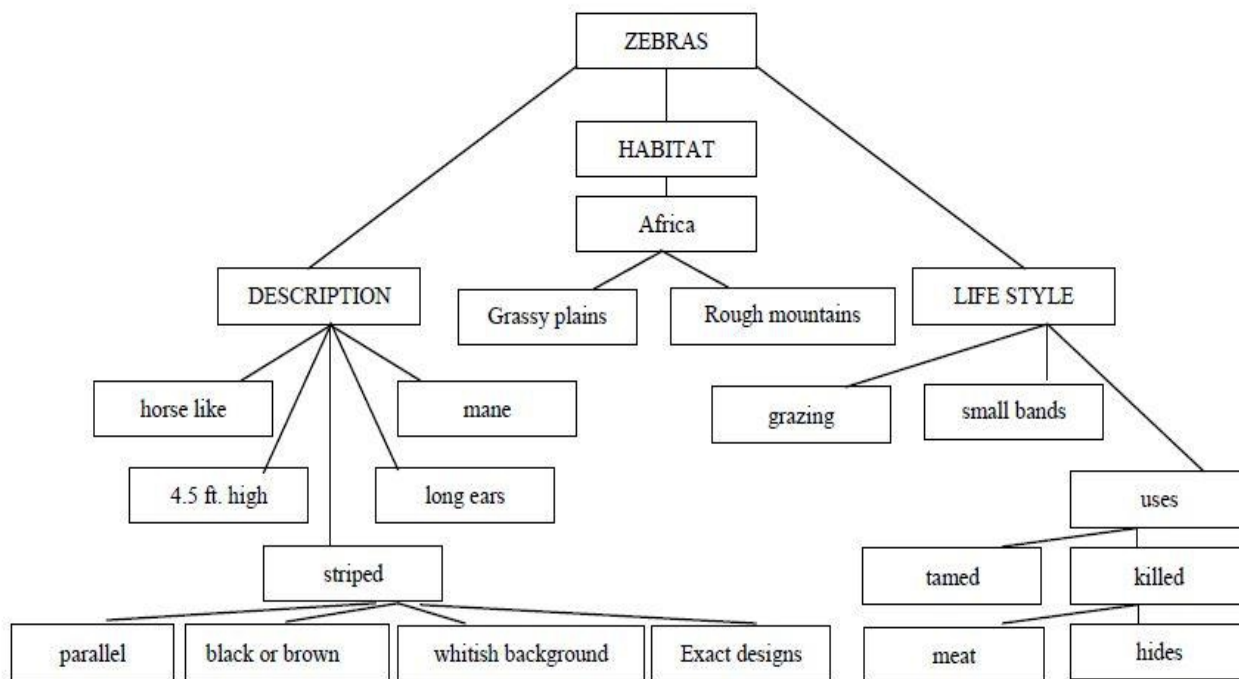


Figure 1. An Example of Semantic Mapping by Sinatra

b. Application of Semantic Mapping in Reading Comprehension

Semantic mapping can be used before, during, or after the reading activity.

Semantic mapping activities that are carried out during the pre-reading phase of a lesson is to activate learners' schemata and to introduce them to the main point of the text. As a pre-reading activity, teachers can use core questions to enhance the comprehension, main ideas, supporting details, pattern of textual organization, as well as character and plot development. In this phase, a semantic map is developed by placing the central idea in a circle in the center of a sheet of paper. Students then brainstorm words and phrases that relate to the topic.

c. Classroom Application of Semantic Mapping

Zaid (1995: 9) explains that there are three places in a lesson where semantic mapping may be used; as a pre-reading strategy to activate students' prior knowledge or to help the teacher in assessing the students' readiness to do the assignment. The teacher asks the students to think of ideas related to the topic. This brainstorming phase allows students to make use of their prior knowledge or

experience. Thus prior knowledge can be used as a stepping block to new knowledge. This phase gives the teacher insight into the level of readiness of each student to new topics. Semantic mapping can be used as a strategy to allow students to record what they are learning during reading. As they are reading, the students write down the new information they gained from the text and decide what to add to or to eliminate from the pre-reading map. New information is thereby integrated with prior knowledge. As a post-reading strategy to allow them to integrate or synthesize what they have studied. After reading, the students discuss the information acquired from the reading and how to modify the pre-reading map. The class as a whole decides the final shape of the map. It serves as a visual representation of the knowledge they gained from the reading. The steps in the teaching and learning process using semantic mapping strategy are described as follows:

a. Pre-Reading

- a) Write the topic of the text and draw a circle around it.
- b) Ask students to think about the topic and share as many words as they can that relate to the topic.
- c) Discuss and record on the map information and words that students suggest.
- d) Write the information in cluster.
- e) Discuss each of the cluster or categories of words and determine appropriate labels or headings.

b. While Reading

- a) Have the students read the text.
- b) Have the students use their notes during a discussion period in which they share the information about the topic gained through their independent reading.
- c) Through discussion, elicit main ideas and supporting details.

Record these on the map using the main idea headings, and supporting details as the information listed under the categories. Use colored pens so that each major category and its detail are written in different colors. This helps students to associate the supporting details with the main idea. Add new information to the map.

c. Post Reading

- a) After the students have finished reading the text, add new information about the topic to the map suggested.
- b) After the students have had an opportunity to add all of the new information to the map, have them make their own copies of the semantic map from the chalkboard.

B. Review of Related Study

Several studies have investigated semantic mapping strategy on students, and reported that teaching this strategy is important for enhancing reading comprehension. Zaid (1995) applied the semantic mapping technique in teaching reading to his students at Abha college of Education. He explained that semantic mapping has been shown to be a beneficial learning and teaching strategy for all

grade levels in regular and remedial classrooms as well as for those who are learning-disabled. He added that students who use semantic mapping manifest considerable improvement in reading comprehension, written expression, and vocabulary development.

Al Koumy (1999) compared the effectiveness of three classroom methods for teaching semantic mapping to college-level learners of English as a foreign language. Subjects were 187 freshmen at an Egyptian university; they were randomly assigned to three treatment groups: teacher-initiated semantic mapping; student-mediated semantic mapping; and teacher-student interactive semantic mapping. Treatment was administered over 5 months in one session per week. Subjects were pre- and post-tested in reading comprehension. While the pretest indicated no significant differences in the groups, post test results revealed students in the teacher-student interactive semantic mapping group scored significantly higher than the other two groups.

Kuo and et al. (2002) investigated the effect of concept mapping to enhance reading comprehension and summarization. They designed three concept mapping approaches: Map correction, Scaffold fading and Map generalization to determine their effects on the readers' comprehension and summarization ability. The experimental results of 126 fifth grader showed that the map correction method enhances reading comprehension and summarization abilities and that the scaffold fading method facilitates summarization ability.

Darayseh (2003) explored the effect of a proposed program based on semantic mapping and brainstorming strategies on developing the first scientific

secondary students' English writing and reading ability. The findings of the study indicated that there were significant differences between the mean scores of the students in the experimental groups which can be attributed to the use of the semantic mapping teaching strategy. The researcher recommended that teachers should activate the prewriting phase and reading by using appropriate teaching strategies such as brainstorming and semantic mapping in particular.

Canas et al. (2004) conducted a study about text concept mapping, the contribution of mapping characteristics to learning from texts. The effects of text concept mapping were tested during one school year (4 classes, 112 eighth graders: two classes were taught using concept mapping with practicing .The other two classes were taught through regular learning skills) . The classes were tested on language mapping comprehension after the teaching process. The findings indicated an advantage of using text concept mapping on reading comprehension. In conclusion, many studies showed almost the same findings; they showed that the effects of using semantic mapping strategy improve the learner's reading comprehension.

C. Conceptual Framework

Reading is very essential in that it is the basic skill needed in learning any subjects. Reading is a thinking activity which involves comprehension strategies of the reader to gain knowledge. When a student can read texts effectively, he/she is a successful reader. By doing so, he/she can absorb and transfer the desired information into his/her brain and keep it inside. In other words, he/she can

obtain any knowledge or information he/she reads when he/she is able to comprehend the reading text. Thus, a successful reader can successfully learn.

Reading comprehension can be defined as a thought process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purpose. Comprehension involves almost every type of understanding and thinking. Therefore, in the reading lesson, the teacher should use the techniques which explore and maintain students' thinking process.

As stated in the previous chapter, students have no interests and motivation in reading class because the teachers use one technique, method or media over and over again. The reading class becomes monotonous and the students get bored of this. So, teachers should be creative to solve these problems.

In line with this, the writer proposed a solution, that is, by using semantic mapping technique in teaching reading to improve students' reading comprehension.

It is widely believed that learners learn better if they are taught to build up relations between the terms in a text. Semantic mapping strategy is based on building up new relationships between the components of the text. Semantic mapping technique is used to motivate and involve students in the thinking, reading, and writing aspects. It enhances vocabulary development by helping student link new information with previous experience.

Accordingly, the researcher believes that it is necessary to use semantic mapping strategy for teaching reading comprehension. Students need to read about what they are interested in and to interact and communicate effectively.

English is a compulsory subject in junior high school. They are required to master all skills of English including reading. By using semantic mapping, it will promote students' ability in comprehending texts. The concept of this study is shown by this following diagram:

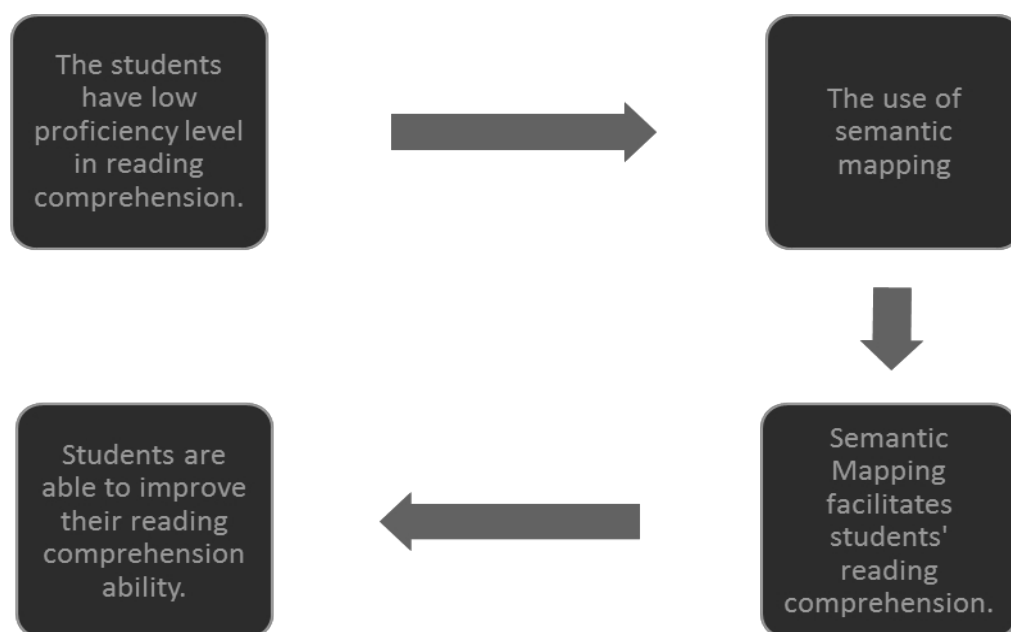


Figure 2. The Concept of the Study

D. Hypothesis

Based on the related theories explained above, the writer proposes the following research hypothesis:

“The use of semantic mapping strategy can improve the reading comprehension of class VII E students of SMP Negeri 1 Jetis in the academic year of 2013/2014.”

CHAPTER III RESEARCH METHOD

A. Research Design

This study is categorized into action research. Bassey (1998: 93) describes action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice. The aim of this study is to show the process of improvement of the students' reading comprehension. Semantic mapping was used in the reading activity. The participants for this study were students from a class in grade VII SMP Negeri 1 Jetis. The data of the improvement of the students' reading comprehension were obtained by doing observation in the English class, conducting interviews after the class, and administering the reading comprehension test. Field notes were taken during the class.

B. Setting of the Research

This study took place in SMP Negeri 1 Jetis, Bantul Regency, Yogyakarta. The location of the school is about 20 kilometers from the center of Yogyakarta city. The school has 18 classes (six of the ninth grade, six of the eighth grade, and six of the seventh grade). There were five English teachers in the school and all of them are SI graduates. Time allotment for English is 4 x 45 minutes a week (2 x 45 minutes for each meeting). This research was conducted in March to May, 2014.

C. The Subject of the Research

The subject of the research was class VII E students of SMP Negeri 1 Jetis. There were 30 students in the classroom. The English teacher and the

researcher were the agents. The English teacher of VII E and a student of the English Education Department of UNY assisted the researcher. They were the analysts or observers.

There were some reasons for choosing class VII E students as the subject of the research. The first reason was they lacked vocabulary and grammar which obstruct them in understanding or comprehending reading texts. The second one was that they had low interests and motivation in joining the reading class.

D. Instruments of the Study

The instrument for collecting data in this study were non-test instruments and a test instrument. The non-test instruments included an observation guide and an interview guide, and test instrument included the test items. The data of the non-test instruments were in the form of field notes and interview transcripts of the teaching and learning processes.

1. Observation guide

The observation guide was used to determine the aspect observed in the reading class when the action plan was conducted. The observation guide was in the form of a checklist. It contained some aspects with some indicators of each aspect.

In this study, four variables were observed. They were related to the students' behavior, the teacher's role in the teaching of reading, the learning materials and the teaching technique. Every aspect involved several indicators to be observed in the English class.

2. Interview Guide

The interview guide was the guidelines for the researcher in giving questions to the students and the teacher. It was used for the interview before and after the implementation of the study.

3. Reading Comprehension Test

The reading comprehension test was used for the pre-test and the post-test. It was a multiple choice test consisting of 50 items. The materials were adapted from some textbooks. In developing the comprehension questions, In developing the comprehension questions, the researcher based on types of comprehension proposed by Day and Park (2005) namely; literal, reorganization, inference, prediction, and evaluation.

To get the validity of the test, the researcher used content validity. The researcher used existing concepts in the current curriculum (Suharto, 2006:3). Here, the researcher developed the test based on the basic competences and the indicators of the basic competences which were taken from the current curriculum during the study was conducted, school-based curriculum.

To get reliability of the pretests and posttest items, the researcher tried the test out to the students from the other school in which the students have relatively the same abilities. Then after getting the students' score in the test, the researcher used the *ITEMAN* 3.5 program where Cronbach's Alpha statistic was used to find the reliability of the test.

E. Data Collection Technique

The data about the improvement of the students' reading comprehension were obtained by doing observation in the English class, conducting interviews after class meetings, and administering the reading comprehension test. These data collection techniques are described below.

a. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching and learning process. She sat at the back of the classroom and noted down the class activities in the teaching and learning process. The observation results were recorded in the form of field notes.

b. Interview

The interview was done to know the helpfulness of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. The information obtained from the interview was recorded into interview transcripts.

c. Reading Comprehension Test

The reading comprehension test was administered before and after the researcher conducted the actions. The reading comprehension test was used to measure the students' reading comprehension. The test was in the form of a multiple choice test consisting of 50 items. The data of the reading comprehension test were collected in the form of numerical data.

F. Validity and Reliability

a. The validity of the data

Validity is an essential aspect for evaluating the quality and acceptability of the research (Burns, 1999:160). The data validity of this research was based on Burns' (1999:161-162). They are democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

To get the democratic validity, in this study, the researcher interviewed the English teacher and the VII E students of SMP Negeri 1 Jetis. In the interview, the English teacher and the students expressed their views and opinion toward the actions done.

For outcome validity, the researcher emphasized the study on the betterment of the learning process to reach the maximal result. In this case the researcher formulated the new questions related to the new problem found in the class when she tried to solve the main problem of the study. This action was done after the researcher did the reflection in the end of the class meeting.

For process validity, the researcher collected the data by doing observation and noted down everything that could be caught by the researcher's senses. In this activity, the researcher observed the students' attitudes, class condition, the teaching technique used by English teacher during the teaching and learning processes and described the collected data in the field note form.

For catalytic validity, the researcher tried to get the stakeholders' responses to the changes occurring to themselves. For this purpose the researcher observed the implementation of the actions, made reflections of the actions done

in the VII E class, and asked questions to the English teacher and VII E students to know the changes they made after the researcher applied the actions during the study.

For dialogic validity, the researcher asked the English teacher as the stakeholder to participate in the process of the study by giving criticism and suggestions. For this purpose, the researcher conducted reflective dialogs with the English teacher for criticism or suggestion to the action done in the class.

b. The reliability of the data

To obtain trustworthiness, the researcher used triangulation technique. Burns (1999:164) proposed four types of triangulation. They are time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. Nevertheless, only time triangulation and investigator triangulation to validate the data in this research. They were as follows.

1. Time Triangulation

The data were collected in a period of time. It was done to get a sense of what factors were involved in change processes. In this research, the researcher did the action from February to May 2014. The data collected were compared to formulate research questions and the treatment used to improve students' reading comprehension through the use of semantic mapping technique.

2. Investigator Triangulation

Investigator triangulation involved more than one observer used in the same research setting to avoid observer bias and provide checks on the reliability of the observations. The data were related to the teaching and learning process,

especially the implementation of semantic mapping to improve students' reading comprehension. In this case, the researcher and the collaborators crosschecked the data to see the fitness of the data.

G. Research Procedure

The research followed the model of classroom action research suggested by Kemmis and McTaggart in Burns (2010). The steps are shown in the form of cycle by the following diagram.

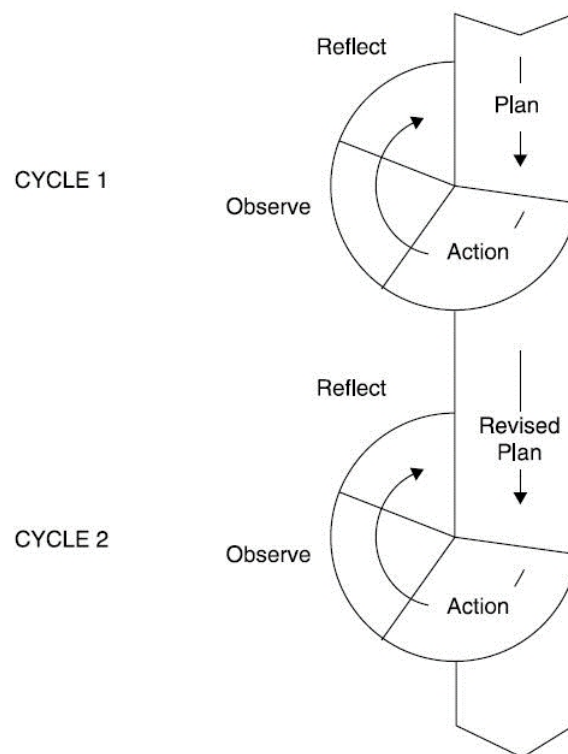


Figure 3. The model of classroom action research by Kemmis and McTaggart in Burns (2010)

a. Reconnaissance

In this step, the researcher observed the place where she carried out the study. The researcher interviewed the English teacher and the VII E students and carried out classroom observation of the English teaching and learning process. Based on the result of the observation, the researcher identified the problems that occurred. The researcher focused on analyzing the problems related to the students' low proficiency in reading comprehension. The result of the observation were used as the basis for developing the research actions.

b. Planning

In this step, the researcher worked together with the English teacher to plan some actions to be done in the English teaching-learning process based on the problems defined in the previous step. The aim of the actions was to improve the students' reading comprehension by using semantic mapping technique. The actions planned to be carried out were presented below.

The first was writing test items that were tested in the pretest and posttest. In this action the researcher formulated the test items taken from several resources such as students' worksheet, examination try-out, and some source books. In addition, the researcher tried to formulate the test items based on the syllabus of English for seventh grade junior high school in the second semester.

The second was determining the topic of the text to be taught. Here the researcher would present the topic of food recipe for the procedure texts. Besides, the researcher also prepared the media used in the teaching and learning process such as pictures and handouts.

The last was determining the class activities. In this action, the researcher planned some interesting activities that could encourage the students to use their abilities in comprehending the reading texts. In planning the actions, the researcher worked together with the English teacher of grade VII of SMP Negeri 1 Jetis.

c. Action and Observation

In this step, the researcher did the actions that had been planned in the previous step. The actions were done in five meetings or two research cycles (three meetings for Cycle 1 and two meetings for Cycle 2).

First, the researcher conducted the Cycle 1. In this cycle, the researcher presented the topic of food recipe. In the first meeting the researcher presented what semantic mapping is. The researcher showed semantic mapping to the students and presented how to use the chart to help them understand English texts. In the next meeting, the researcher asked the students to work in groups of four, in pairs, and sometimes individually to use semantic mapping in order to understand the texts they read.

In the end of the cycle, the researcher evaluated the actions by interviewing the students and the teacher about the class activities. From the reflection of Cycle 1, the researcher found some weaknesses. Then the researcher conducted Cycle 2. In this cycle the researcher optimized the use of handouts to present the materials. The students were asked to do the tasks using semantic mapping. In the end of Cycle 2, the researcher also evaluated the actions by interviewing the students and the teacher about the class activities. The researcher

asked whether the actions done could improve the students' reading comprehension or not.

While the researcher did the actions, the research collaborators took notes in the backside of the class to observe the students' behavior during the activities. The collaborators used a checklist to observe and evaluate the events in the classroom. It was done to find problems during the class and see how effective the actions were.

d. Reflection

In this step, the researcher evaluated the actions that were conducted. She evaluated the actions by observing the teaching and learning conducted in the class and interviewing the students and the teacher about the class activity. The reflection was useful to show the effectiveness of the actions conducted in the teaching and learning process. At the end of the actions, the researcher consulted the results of the actions conducted and problems occurring during the actions that seemed ineffective to the collaborators. It was done to find out whether the actions were successful or not. The successful actions would be reapply in the next cycle, but the successful actions would be changed or improved to the suitable one.

H. Technique for Analyzing Data

The data collected were in the form of qualitative and qualitative data. To analyze the qualitative data, the researcher referred to the steps suggested by Burns (2010: 104-105). In the first step, assembling the data, the researcher collected all the data, reviewed the initial and looked for board patterns, ideas that seemed to answer the question. The next step was coding the data where the researcher coded the data into more specific patterns and identified which data

could be coded qualitatively and quantitatively. The third step was comparing the data in which the researcher compared the data to see whether they said the same thing or whether there were contradictions. The fourth step was building meanings and interpretations. To sense the data, the researcher analyzed the data several times to pose questions, rethink the connections, and develop explanation of the situation. The last step was reporting the outcome. In this step the researcher described the context of the research, outlined the finding, and provided data samples to support them, interpreted how the finding was related to the context and suggested how the project could lead to other areas for research.

The quantitative data were analyzed using descriptive statistics. It was done to compare the students' reading comprehension before and after each cycle or the result of the pre-test and post-test. It was used to answer whether there are significant differences between students' reading comprehension before and after the action. Here the researcher used *paired sample t-test* of *IBM SPSS 22* software.

The classroom action research would be successful if there was an improvement of students' reading comprehension. Besides, the students' response and reaction to the lesson was better than before where they enjoyed and felt comfortable in learning reading comprehension in the classroom.

CHAPTER IV

FINDINGS AND DISCUSSION

The aim of the research is to improve students' reading comprehension through the use of semantic mapping technique. The result of the research implementation is presented in Chapter four which consists of three sections; reconnaissance, reports of Cycle 1, and report of Cycle 2.

A. Reconnaissance

The research was conducted in collaboration with the English teacher of SMP Negeri 1 Jetis. The researcher was the teacher who implemented the action research. Two collaborators, the English teacher of VII E and an English Education Department student of UNY were the observers during the research.

At the beginning of this study, the researcher had a discussion with the English teacher about the English teaching and learning process in the VII E class, did observation of the English teaching and learning process, and conducted interviews with VII students. During the observation, she found that the class situation of the English lesson, especially in reading was still monotonous and the class was not active. The teacher used to ask the students to read aloud together, translate the text, and then answer the questions. The students tended to be passive during the lesson. They sometimes did not pay attention to the lesson. Moreover, the students' reading comprehension was still low. Besides, in the interview with some students before the research, they said that when answering the reading comprehension questions, they could answer them merely by matching the words and the sentences in the tasks with the words and the sentences in the text without knowing what the text told them about.

The list of problems that occurred in the English class are presented below:

1. Identification of the Field Problem

Based on the discussion and observation, the researcher identified 16 problems related to the English teaching and learning process in the VII E. the problems are shown in the table below:

Table 1. The field problems concerning the teaching and learning process of English in the VII E class of SMP N 1 Jetis

No	Problems	Code
1	The students found that English is a difficult subject.	S
2	The students easily got bored during the English class	S
3	The students make noise and chat with their friend during the English lesson.	S
4	The students lacked vocabulary.	S
5	The students were not interested in reading a long text.	S
6	The students took a long time to comprehend a text.	S
7	The students tended to translate text word by word.	S
8	The students tended to copy their friends' work.	S
9	The materials were not interesting for the students.	LM
10	The students have difficulty in finding detailed information from the text.	S
11	The teacher lacked variation in her teaching technique.	T
12	The teacher never modelled how to use efficient reading comprehension strategies.	T
13	The teacher only focused on testing students' ability to translate and answer the question.	TT
14	The teacher did not use various media, especially in teaching reading.	TT

S: Students T: Teacher TT: Teaching Technique LM: Learning Materials

2. Problem Selection Based on the Urgency Level

From Table.1, it can be seen that the problems occurring in the teaching and learning process of English are related to the Students, the teacher, and the teaching technique. Since the researcher focuses only on the students' reading comprehension ability, she decided to weigh the field problems based on the urgency level as the following presentation.

Table.2 The most urgent problems related to the teaching and learning process of reading.

No	Problems	Code
1	The students lacked vocabulary.	S
2	The students were not interested in reading a long text.	S
3	The students took a long time to comprehend a text.	S
4	The students tended to translate text word by word.	S
5	The materials were not interesting for the students.	LM
6	The students have difficulty in finding detailed information from the text.	S
7	The teacher lacked variation in her teaching technique.	T
8	The teacher never modelled how to use efficient reading comprehension strategy.	T
9	The teacher only focused on testing students' ability to translate and answer the question.	TT
10	The teacher did not use various media, especially in teaching reading.	TT

3. Problems Selection Based on the Feasibility Level

After weighing problems based on the urgency level, the researcher then identified and selected them based on feasibility level in which the researcher is able to solve the problems that occurred in the class. The researcher decided to solve the problem in the following table;

Table.3 The problems selected based on the feasibility level

No	Problems	Code
1	The students lacked vocabulary.	S
2	The students were not interested in reading a long text.	S
3	The students take a long time to comprehend a text.	S
4	The students tended to translate text word by word.	S
5	The materials were not interesting for the students.	LM
6	The students have difficulty in finding detailed information from the text.	S
7	The teacher lacked variation in her teaching technique.	T
8	The teacher never modelled how to use efficient reading comprehension strategy.	T
9	The teacher only focused on testing students' ability to translate and answer the question.	TT
10	The teacher did not use various media, especially in teaching reading.	TT

4. Determining the Actions to Solve the Problems

After having discussion with the English teacher, the researcher determined some actions expected to be the solution to the problems. There were six actions planned in this study. They were using semantic mapping to help students comprehend the text, using pictures to activate students' prior knowledge, teaching the key vocabulary, using skimming and scanning strategies, asking the students to guess meaning, and checking the students' semantic mapping.

Table 4. The relationship between field problems and actions

No	Actions	Problems
1	Using semantic mapping to help the students comprehend the text	<ul style="list-style-type: none"> • The students take a long time to comprehend a text. • The teacher lacked variation in her teaching technique. • The students were not interested in reading a long text.
2	Using pictures	<ul style="list-style-type: none"> • The materials were not interesting for the students. • The teacher did not use various media, especially in teaching reading.
3	Teaching key vocabulary	<ul style="list-style-type: none"> • The students lacked vocabulary.
4	Using skimming and scanning	<ul style="list-style-type: none"> • The students have difficulty in finding detailed information from the text. • The teacher never modelled how to use efficient reading comprehension strategy.
5	Asking the students to guess meaning.	<ul style="list-style-type: none"> • The students tended to translate the text.
6	Checking the students semantic mapping	<ul style="list-style-type: none"> • The teacher only focused on testing the students' ability of translating texts and answering questions.

B. Implementation of the Actions

1) Reports of Cycle I

1. Planning

After determining the problems related to the teaching of reading, the researcher and the collaborators began to plan the actions to solve the problems. The actions were focused on improving students' reading comprehension through the use of semantic mapping. The situations expected after the implementation of the actions are:

- a. Students could use semantic mapping to comprehend the texts.
- b. Students would be motivated to read the text.
- c. Students could find specific and general information from the text.
- d. Students could improve their ability to read efficiently by using comprehension strategy such as skimming, scanning and guessing meaning.
- e. The teacher could guide the students to use semantic mapping technique before, during, and after reading process.

Based on the discussion with the collaborators on 28 February 2014, some actions planned in Cycle 1 were using semantic mapping, using pictures to help students to activate their prior knowledge, teaching key vocabulary before the reading activity, using skimming and scanning strategies, asking the students to guess the meaning, and checking the students' semantic mapping. They are explained in the following discussion.

The first action was using semantic mapping. This action aimed at improving students' reading comprehension. The monotonous activity during the

class made the students to lose interest in the reading activity. Semantic mapping will help the students to comprehend English texts properly.

The second action was using pictures. This action aimed to stimulate the students to activate their background knowledge related to the topic of the text. Pictures were also used as a media of teaching by putting them in the handout. There was no LCD projector in the classroom, so the use of handouts was very helpful.

The third action was teaching the key vocabulary before the reading activity. This action aimed at creating a context for the students. It would facilitate comprehension by identifying key words and taught them before the reading activity. The action was also expected to solve the lack of vocabulary of the students. It will also shorten the time for the students to comprehend the text, since they do not need to look in the dictionary for each word in the process of reading.

The fourth action was using skimming and scanning strategies. Skimming would enable the students to predict the function of the passage, the main topic and the messages of the text. The use of this strategy could also help the students to focus attention on the text.

The fifth action was asking the students to guess meaning. This action could help the students when they found difficult words in the text. By using the guessing strategies, the students would not depend on the use of dictionary.

2. Actions and Observation

In this step, actions planned in the previous step were done. The actions were done in three meetings on 5, 12, and 19 March 2014. In this cycle, the researcher presented the topic related to how to cook or make something. The text used in this cycle was procedure text. The details of the meetings are presented as follows.

a. Using Semantic Mapping

As planned before, the researcher introduced semantic mapping technique in the first meeting. Using black marker, the researcher drew a large oval on the whiteboard and wrote inside it *“How to Make Banana Milkshake”*. Then, she asked the students to tell her what they knew about the topic. The researcher prepared questions to lead students to fill the points of the map. The questions were: “What ingredients are needed?”, “What kind of tools are used?” “How to make it?”.

The researcher recorded their responses on the whiteboard; listing them in the order they were given. When no further suggestions were raised, the researcher asked the students how to put them in order as a text. Then the researcher give a text “How to Make Banana Milkshake” to the students. They discussed the information listed in the map and the content of the text.

When the discussion was done. The researcher gave the students handouts. The handouts consist of three procedure texts and some tasks related to the text. The tasks included filling semantic mapping, answering questions, etc.

The handouts were used for the main activity in the class. The researcher explored the students' knowledge about the topic of that day to build students' background knowledge. She asked them to recall their knowledge about procedure texts, including the purpose, generic structure and language features. She reminded students that most of procedure texts about food recipe consist of ingredients and steps.

The students were interested in completing the map. They rushed to get their turn to fill the map that the researcher drew on the whiteboard.

The contents of the semantic mapping that was used in the tasks included the general and specific information of the text. The map was used as an activity before reading to explore the students' prior knowledge. The findings can be seen from the quotations below.

- R: *Menurut kamu, semantic mapping yang ada sebelum kita baca teks itu membantu gak dek buat memahami teks?* (In your opinion, how was semantic mapping? Did it help you to understand the text?)
- S: *Kalo aku sih membantu mbak. Sebelum baca aku udah punya gambaran isi teksnya, terus kata-kata yang nanti ada di teks juga udah banyak yang ada di map. Terus bisa inget kata-kata yang sebelumnya aku udah tau juga.* (In my opinion, it helped me. Before reading, I knew what the text would be, and it consisted of the words that were used in the text. I could also remember the words that I knew before)

(Appendix/Interview transcript 5)

- R: *Faza, waktu kamu mau baca teks tadi kan ada semantic mapping dulu, gimana itu tadi, membantu tidak?* (Faza, before you read the text, there was a semantic mapping. How do you think about it? Did it help you?)
- S: *Ya, membantu mbak. Liat di map nya sama aja udah tahu banyak tentang isi teksnya. Misalnya cara masak apa gitu, kan udah ada ingredients, alat sama bagaimana dalam Bahasa Inggris, jadi pas baca teksnya gak susah memahaminya.* (It was helpful. When I read the map I had known most of the content of the text. For example how to cook something, I could find the ingredients, tools, and steps written in English in the map, so I can easily comprehend the text when I read it.)
- R: *Jadi misal udah tau cara masak mi gitu, terus di map ada Bahasa Inggrisnya, itu lebih enak ya?* (So, you know how to make instant noodle, and the map provided the English words, and it became easier for you to comprehend the text?)
- S: *Iya mbak, jadi gak perlu buka kamus banyak-banyak, lagian di map juga udah dikelompokkan kata-katanya.* (Yes, I did not have to open the dictionary for many times. The map had also grouped the words.)

(Appendix/Interview Transcript 6)

From the quotations above, the students were able to recall their previous knowledge. Moreover, by using semantic mapping before the reading activity, the students could imagine how the text would be. It facilitated the students for better comprehension.

The use of semantic mapping was not limited only before reading activity. It was used while reading and after reading activity. The students also found that it was helpful to have semantic mapping after reading.

- R: *Dek, kalo menurut kamu, semantic mapping nya bantu enggak pas abis baca?* (What do you think of the semantic mapping after reading activity?)
- S: *Lumayan membantu sih mbak, aku jadi ngerti poin-poin yang perlu dipahami. Terus, kata-katanya banyak yang ingat. Kayak semacam ringkasan gitu. Jadi kalau mau jawab pertanyaan tentang teksnya jadi gampang.* (It helped me, miss. I understood the important points of the text. I could also remember the words from the map. It was like a summary. I could easily answer questions related to the text.)

(Appendix/Interview transcript 7)

Here, the students were helped to comprehend the text. By filling the semantic map after reading, the things they got while reading was summarized in the map, so that the students got it easier to comprehend the text and answer the questions related to the text. Starting from the first meeting positive reaction had been shown by the students towards the use of semantic mapping.

b. Using Pictures to Activate the Students' Background Knowledge

Previously, before the researcher did the actions, the teacher used limited media to teach the students. She used a textbook and the whole material were taken from the book. In the teaching and learning process, the teacher asked the students to read texts from the book. After reading the text, the students were asked to answer the question based on the text.

In this study, the researcher used pictures as media to help the students activate their prior knowledge about the text. The students were able to recall some useful knowledge related to the topic. After watching the pictures, they grabbed some ideas that would be used in the learning process. The activity of using cued pictures can be seen from the quotation below.

The researcher showed a big picture of instant noodle in front of the class and asked the students "Do you know what it is?" The students then answered "*Mi, noodle miss. Instant noodle*". (Noodle, noodle, miss. Instant noodle.)

The researcher explained that in the meeting they will discuss about food recipe. "*Hari ini, kita akan belajar mengenai resep makanan. Jadi kira-kira apa yang akan kita bahas?*" (Today we are going to learn about food recipe, so what do you think we will discuss today?)

A student from the front seat answered "*Bahan-bahan miss, misalnya kalo mau buat mi itu bahannya apa.*" (The ingredients,

miss. For example if we want to cook it what things we need.)

The other student from the middle seat also answered “*Cara masaknya miss, misalnya pertama ngapain gitu dan seterusnya.*” (The direction of cooking. For instance, what the first step is and so on.)

(Appendix/Field Note 1)

From the quotation above, it can be seen that students could gather useful information on their own, by seeing the pictures. They could picture in their mind what the lesson would be.

The pictures were used in different ways. Besides using the cued pictures, the researcher put pictures in the handout. In every text in the handout there was least a picture.

R: *Kalo gambar di handout itu, menurut kamu gimana dek?* (What do you think about the pictures in the handout?)

S: *Bagus sih mbak, menarik, jadi gak males bacanya. Terus sama jadi tau isi teksnya sedikit-sedikit walaupun belum ngerti arti judulnya.* (I think It was nice and interesting. I was motivated to read the text. From the pictures, I know a bit about the text, even though I did not know the meaning of the words in the text.)

(Appendix/Interview Transcript 7)

Here, pictures increased the students’ motivation to read the text. Pictures also enabled the students to build context in their mind before reading the text. It made the students comprehend the text easily.

c. Teaching the key vocabulary

Vocabulary is an important part in reading comprehension. It would be a hard task to understand texts if the readers do not know the words in the text.

In this study, the researcher facilitated the students before reading by providing some key vocabulary and asked the students to find the meaning before they read the text. The finding can be seen from the quotation below.

- R: *Menurutmu, task yang disuruh cari arti kata sebelum baca itu membantu tidak untuk memahami teks?* (What do you think about the task that asked you to find the meanings of some words before reading the text? Did you find it helpful?)
- S: *Membantu banget, mbak. Kan itu juga di table di atas teks, jadi tanpa sengaja aku liat terus kata itu sama artinya jadi gak usah lihat kamus berkali-kali atau tanya-tanya.* (It was very helpful, miss. The words were in a table above the text. Unintentionally, I could see them with the meaning, so I did not have to open the dictionary or asked for the meaning.)

(Appendix/Interview Transcript 7)

The students themselves found that it was easier to comprehend the text when they had already known the key vocabulary. Finding and discussing the meanings of the key words before reading will shorten the time needed for the reading activity. The process of reading was not interrupted for looking the meaning in the dictionary, and it led to better comprehension.

d. Using scanning and skimming

Reading strategies facilitates better comprehension. By using reading strategies students can find the intended information in relatively short time.

The finding of the study shows that the use of scanning in reading helped the students to find specific and general information from the text. It can be seen in the interview transcript below.

- R: *Kalau mau mencari informasi tertentu dari teks, masih dibaca secara keseluruhan?* (Do you still read the whole text to find the specific information?)
- S: *Enggak Miss. Pakai strategi supaya cepat caranya. Kalau mau mencari, ingredients, tidak perlu dibaca seluruh teks, cukup melihat bagian-bagian tertentu saja. Jadi gak lama bacanya.* (No, I do not. I use the strategy, and that will be quick. If I want to find the ingredients I just need to read a particular part. It will not take too long to read.)

(Appendix/Interview Transcript 8)

From the students' responses above, it can be seen that the students was able to read efficiently. It is because the use of semantic mapping involves the use of efficient strategies namely scanning and skimming. The students also got the benefit of using another reading strategy, namely skimming. It can be seen from the interview transcript below.

- R: *Galan, sekarang kalau mau mengetahui intisari dari teks masiakah dibaca semua teksnya?* (Galan, if you want to know the gist of the text, do you still read the whole text?)
- S: *Sudah tidak mbak, kan sudah belajar pakai strategi. Cukup baca bagian tertentu aja, misalnya bagian awal paragraph atau bagian awal dan akhir dari teks.* (I do not do it anymore. I have learned the reading strategy. I just need to read some parts of the text. For example in the beginning of each paragraph or in the beginning and the end of the text.)

(Appendix/Interview Transcript 8)

After learning how to use proper reading strategies, the students spent less time to read and comprehend the text. Reading strategies helped the students to read texts efficiently.

e. Asking the Students to Guess the Meaning of the Words

In order to facilitate the comprehension of a text, vocabulary knowledge is extremely important. If students do not understand the meanings of the words they encounter in a context, their comprehension of the context is likely to fail. To develop reading fluency and increase reading efficiency, guessing the meanings of words from context is significantly useful.

During the study the students were taught to guess the meaning of words from context. It can be seen from the following quotation.

While reading the text, there were students who asked the meaning of some words from the text. The researcher asked them to guess the meaning of the words. The researcher asked the students to reread the sentences in which the unknown words exist and reread the sentences before and after the words.

(Appendix/Field Note 2)

New words presented in isolation are hard to learn but words in context help the students to deduce meaning from context and they see how new words are used grammatically in a sentence. To continue reading without interruption, guessing meanings of words from context is a useful skill.

3. Reflection

After conducting actions in Cycle I, the researcher and the collaborators discussed the actions in Cycle I. They discussed it based on the data that had been gathered. In order to fulfill the democratic validity, the researcher took the data not only from the researcher herself, but also from the students and collaborators. The data were gathered from the observation during the actions. Interviews with the students and collaborators would also be the important data that the researcher

and collaborator took into consideration. Then, the data were used to evaluate actions and to make some reflections. These reflections would be useful for the implementation of next actions. The reflection of each action was elaborated as follows.

a. Using Semantic Mapping

Semantic mapping was used during the implementation of the study. Before the researcher did the actions, there was no specific technique used to facilitate the students to comprehend texts. It made the students took too long to understand a text.

The finding of the study shows that using semantic mapping can help the students to find specific and general information of the text efficiently. This can be seen in the following quotation from the interview transcript below.

- R: *Dek Nela, kamu merasa ada perbedaan gak selama belajar reading dengan semantic mapping sama sebelum memakai semantic mapping?* (Nela, do you feel any difference in reading activity before and after the use of semantic mapping?)
- S: *Perbedaannya mbak, kalau sekarang memahami bacaan bisa lebih cepat, karena semua informasi penting dalam teks sudah tertulis di dalam map.* (The difference is I can comprehend text faster than before, since all the important information from the text have been written in the map.)
- R: *Oh gitu ya? Sekarang sudah tidak kesulitan kan memahami teks walaupun panjang.* (I see. So, it is easier for you to comprehend a text now, even if it is the long on, right?)
- S: *Sudah tidak mbak. Sekarang baca teks panjang juga jadi enggak malas.* (Yes, now, I get motivated to read long texts.)

(Appendix/Interview Transcript 9)

Based the students' responses, it can be stated that the students were able to read the text efficiently. They could easily find specific and general information from the text. It was the result of the use of semantic mapping. Semantic mapping engages the use of efficient strategy namely scanning and skimming.

Semantic mapping also changed the interaction between students and the teacher in the class. By using semantic mapping, the students joined the discussion actively in the class. They enjoyed filling the map and creating their own map.

b. Using Pictures to Activate the Students' Background Knowledge

Before the researcher did the actions, in the teaching and learning process of reading the English teacher used limited media to teach the students. The teacher only took the material from a certain book and then asked the students to read the text. After reading the text, the students were asked to answer the questions based on the text.

In this study, the researcher used pictures as media to help the students activate their prior knowledge about the text. The pictures were used before the students read the text and they were printed in the handouts given to the students. By showing pictures, students were able to recall their existing knowledge related to the text.

The use of picture could help the students activate their prior knowledge to create context in their mind about the things used in the text. It helped the students to activate their previous knowledge; so that they could make the meaning of they could make the meaning of the text easily.

The use of pictures in the handout was limited. The students wished that there should be more pictures in the handouts. Handouts played an important role for the students' activity in the class, since there was no LCD projector in the class that could be used.

c. Teaching the Key Vocabulary

Vocabulary mastery determines how much students can comprehend texts efficiently. If the students lack vocabulary, reading comprehension will be a real deal for them. Enriching the vocabulary mastery of the students is important.

In this study, the researcher prepared the students before reading by identifying key vocabulary and teaching them to the students. They found that it was helpful for them to comprehend the text. They did not have to open their dictionary too many times, since they had understood the keywords.

d. Using Scanning and Skimming

Semantic mapping engages the use of efficient strategies namely scanning and skimming. The general and specific information was summarized in the map. By filling the semantic map, the students did the reading strategies.

Before the researcher taught the students how to use reading strategies, they were not aware that the use of strategy for reading would help them to read texts efficiently. After the researcher taught them how to use it properly, they were able to do efficient reading. They also found that the strategy was useful to help them in answering question related to a text.

Based on the reflection of the actions, the researcher and the other team members concluded that there were some points as the finding of Cycle 1. The following statements are the findings of Cycle 1.

1) The Successful Actions

The following are some actions that were considered successful after the implementation of Cycle 1.

- a) The activities have successfully developed the students' reading comprehension skills, especially in finding general and specific information on the text.
- b) The teaching and learning activities were varied. The students enjoyed the classroom activities. They felt happy and excited with the activities.
- c) The students actively participated in the teaching and learning process.

The classroom interaction was also getting better and intense.

2) The Unsuccessful Actions

However after the implementation of Cycle 1, some unsuccessful actions were also found. They were as follows.

- a) There were few students lacking vocabulary.
- b) The group discussion made the class noisy. The classroom management had not successfully done.
- c) The students had not developed one of the reading skills, guessing meaning of the words.

In conclusion, there were some improvements on every indicator in each actions. However, some problems occurred during the implementation of Cycle 1.

In order to solve the problem in Cycle 1 the researcher would continue to implement several actions in the Cycle 2.

4. Revised Plan

Based on the reflection of Cycle 1, there were some plans which need to be revised. They were the use of media, the use of comprehension strategies, and classroom management.

2) Report of Cycle 2

1. Planning

In Cycle 2 the researcher and the collaborator made some revisions and improvements in the lesson plan and some aspects in it, especially the use of instructional media. Even so, the planning of the action plan in Cycle 2 was not totally different from that in Cycle 1.

2. Actions and Observation

In implementing the action plan, the researcher was assisted by the collaborator who acted as the observer this time. In the second cycle, he introduced school announcement and invitation. He guided the students to analyze the text and how to comprehend it. There were three texts that were used in this cycle. Each meeting used one text. The implementation of the actions are described as follows.

a. Using Semantic Mapping

Semantic mapping was used in the same way as in the previous cycle. The map was used as an activity before reading to help the students to brainstorm

ideas. The map was also used while and after reading to help the students comprehend the content of the text.

Here, the researcher made sure that every students filled the map properly, since previously there were some students who lazed around and were unwilling to fill the map properly. It can be seen from the following quotation of the field note.

The students read the school announcement in *Task 1*. After they finished reading the researcher asked them to fill the map in the handout. The researcher checks and makes sure that everyone fill it properly. Then, she draws a map in the whiteboard and asks the students to fill it. The researcher and the students discuss the content of the map together.

(Appendix/Field Note 4)

It is important to ensure that everyone in the class does the task properly. Checking the students map was useful to guarantee that the whole member of the class had the same understanding.

b. Using Pictures

In the previous cycle, pictures were useful media to attract the students to read the text and to recall the students' prior knowledge. As what had been planned, the researcher used more pictures in the handouts. Since the text that were used in Cycle 2 are announcement and invitation, cued pictures were not necessarily needed. The researcher put pictures in each announcement and invitation in the handouts. By putting more pictures, the students were motivated to read the text. The finding can be seen from the following quotation.

R: *Dek, gambar di teks yang sekarang itu gimana menurutmu?* (What do you think about the pictures in the current handouts?)

- S: *Sekarang banyak ya mbak gambarnya. Jadi menarik mbak, biasanya kalau teksnya undangan sama pengumuman kan jarang ada gambarnya. Bagus deh mbak pokoknya yang sekarang.* (There were many pictures, right? It made the texts interesting. I rarely found announcement and invitation with pictures, so I think that was interesting.)

(Appendix/Interview Transcript 9)

The kinds of pictures that were put in the texts are logos and the other pictures as ornaments, by using logos and ornaments in the texts, the students were able to recognize the kind of announcement and invitation. It can be seen from the quotation below.

- R: *Gambar yang di teks sekarang membantu tidak untuk memahami teks?* (What do you think about the pictures in the handouts? Were they helpful for you to comprehend the text?)
- S: *Membantu mbak. Aku aja belum baca udah tau isi teksnya tentang apa. Yang ada logo OSISnya itu biasanya undangan rapat, yang ada gambar benderanya itu pengumuman upacara.* (It was helpful miss. By seeing the pictures, I could tell what the invitations and announcements are about.)
- R: *Gitu ya? Jadi dengan melihat gambarnya kamu sudah bisa menduga isi teksnya tentang apa.* (I see. So by seeing the pictures you could predict the contents of the text.)
- S: *Iya, seperti itu mbak.* (Yes, that is right.)

(Appendix/Interview Transcript 10)

The use of pictures was helpful in several ways. The first one is that pictures can attract the students to read the text. The students preferred to read texts with pictures rather than plain texts. The pictures also helped the students to recall their background knowledge that lead to comprehend the texts.

c. Teaching Key Vocabulary

Texts are loaded with vocabulary. It will be hard to comprehend texts without proper vocabulary knowledge. To help the students comprehend the text, the key vocabulary need to be identified before reading the text. Here, the researcher prepared the teaching of key vocabulary was in the form of tasks that required the students to find the meaning of words listed in the tables.

As what had been founded in Cycle 1 that it was helpful to have listed words above the text, the researcher asked the students to memorize those words, so that the students did not need to either open the dictionary nor to watch the table.

d. Using Scanning and Skimming

Skimming and scanning are very rapid reading methods in which the students glance at a passage to find specific and general information. These reading methods make it easier for the students to grasp large amounts of material. They were also useful since they did not need to know every word. The finding can be seen from the quotation below.

R: *Kalau baca teks masih diartikan per kata tidak?* (Do you still read the text word by word?)

S: *Tidak. Pakai strategi mak, jadi kalau mau cari info tertentu tidak lama, cukup dibaca bagian tertentu saja.* (No. now I use reading strategy, so I do not need long time to read, I just need to read a particular part.)

(Appendix/Interview Transcript 11)

Based on the students' response above, it can be stated that the students can read the text efficiently. The reading strategies were also helpful for answering question related to the texts.

3. Reflection

After accomplishing Cycle 2, the researcher and the collaborators had final reflections. The reflections were based on the classroom observations and interviews. Based on the discussion with the collaborators in democratic and dialogic atmosphere, the reflections can be summarized in the following description.

a. Using Semantic Mapping

During the implementation of the action, semantic mapping was useful to facilitate students reading comprehension. Semantic mapping enabled the students to recall their previous knowledge and develop their vocabulary knowledge. Semantic mapping also help the students to be able to read the text efficiently, since to fill the map the students could use the reading strategy namely scanning and skimming.

The map that the students made could be used as their notes. All of the important information in the text were resumed in the map. They can read them anytime to remind the texts they have read.

The activity of filling and making the map was interesting for the students. They were bored with the previous method that required them only reading on their own and then answering the questions.

From the positive outcome that appeared, both the researcher and the collaborators agree that semantic mapping was very helpful to help the students comprehend the text.

b. Using Pictures

Using pictures for teaching reading is undeniably useful as long as the teacher can manage it in a proper way. The use of pictures during the study were varied. Besides using the cued pictures, the researcher tried to make the handouts for the students interesting by putting many pictures in it.

In Cycle 2, as the students wished, the researcher provided more pictures in the handouts, so that the students got attracted to read the text. Picture also helped the students to recall their existing knowledge and enabled them to make prediction related to the contents of the text.

c. Teaching Key Vocabulary

The key vocabulary are taught to the students using the same way in Cycle 1, but here the researcher asked the students to memorize the students, so that they did not have to reopen their dictionaries or watching the tables many times.

d. Using Scanning and Skimming.

Using scanning and skimming helped the students find the general and specific information efficiently. The students did not need to read words by words to find the information needed, but they can read a particular part of the text.

At first not all of the students were aware the importance of reading strategy. During the study, the researcher taught them how to use reading strategies. The students felt that scanning and skimming were helpful to find the general and specific information of the text. They also stated that hose strategies helped them in answering tests.

e. Asking the Students to Guess the Meaning

Guessing meaning helped the students to save the time for reading. They were not disturbed by a few words that they did not know while reading the text. To achieve better comprehension the process of reading should not be interrupted.

However guessing meaning can be done when the students know most of the words in the text. Before asking the students to guess meaning of unfamiliar words, the teacher has to make sure that she has taught the students the key vocabulary.

C. Quantitative Data

The quantitative data are in the form of the students' pre-test and post-test scores. Here the researcher compares the students' pre-test and posttest using *t*-test to know whether or not there is a significant difference in the pre-test and post-test scores. The data can be seen from the students' average scores before and after they get the treatment. Below, the result of the *t*-test is presented.

Table 5. The *t*-test result

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	63.0000	30	12.98009	2.36983
posttest	81.9333	30	8.93630	1.63154

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	30	.751	.000

Based on the table of the statistical analyses above, it can be found that the average score of the pre-test is 63.000 and the average score of post-test is 81.9333. It means that the average score in the post-test increases by 18.9333 from the average score in the pretest. According to the t statistic, the score difference is significant at $p < 0.05$.

D. Research Finding

The implementation of the action in this research was over. Based on the actions, observation and reflections, the findings were found as the following.

First, semantic mapping is believed as an effective way to improve the students' reading ability in finding general and specific information. Before the study was conducted the students had difficulties in finding general and specific information. The semantic mapping consisted of the general and specific information, and to fill the map the students were taught to use reading strategy namely scanning and skimming. After the implementation of the study, the students could use the reading strategy properly.

Second, semantic mapping is believed to improve students' interest of reading. Before the implementation of the study, the students were not interested in reading long texts. By the use of semantic mapping, especially in the beginning of the reading activity, the students' curiosity increased so that they got interested to read the text as the continuation of the mapping.

Third, semantic mapping is believed that it can improve the relationship between the students and the teacher. Before the implementation of the study, there was a limited interaction between students and teacher. The teacher rarely

gave feedback to the students. By checking the students' map teacher was able to build a relationship with the students, give them feedback and suggestion related to the teaching and learning activity.

E. Discussion

The discussion is focused on using the semantic mapping technique in the teaching and learning of reading comprehension at SMP Negeri 1 Jetis. In this process, the researcher identified some factors causing the low achievement of the students' reading comprehension. The factors came from the teacher and students.

The English teacher used monotonous technique in the teaching reading comprehension. Unfortunately, this technique was not suitable with the condition of the class. The students were not active in the teaching and learning process. They were passive during the teaching and learning process. They also often got bored during the lesson, so that they did not understand the materials which had been taught by the teacher.

After implementing the action in the first and second cycle, some points can be taken, namely; the improvement of students' reading comprehension and the improvement of the teaching and learning process.

From the tests, it could be concluded that semantic mapping technique could improve the students' reading comprehension. Zaid (1995: 9) stated that semantic mapping allows students to manifest considerable improvement in writing expression, vocabulary development, and reading comprehension. The advantages of using semantic mapping strategy in teaching and learning reading were:

- a. Using the semantic mapping strategy in the pre-reading phase can stimulate the students' prior knowledge
- b. Using the semantic mapping strategy in the whilst-reading phase helps the students to record the information obtained from the text.
- c. Using the semantic mapping strategy in the post-reading phase provides the students with an overall description about the text and helps the teacher to assess the students' comprehension of the text.

There were some indicators which showed that there was an improvement in their reading comprehension. They were:

- a. The students could find the explicit information from texts.
- b. The students could find the implicit information from texts.
- c. The students needed less time in comprehending texts.
- d. The students' reading scores improved.

Teachings reading through semantic mapping technique made the students easier to understand the content of the text. They became more active in learning reading. They showed their contribution in the discussion and participated well in the teaching and learning process by giving some opinion and asking some information they did not know. They enjoyed joining the lesson. The added media also made the students comprehend the content of the text more easily.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research results and discussion elaborated in the previous chapters, the researcher concludes as follows:

1. The semantic mapping strategy can improve students' reading comprehension.
It is proven by the increase of the students' mean score.
2. The semantic mapping strategy can improve the class situation. The class becomes more enjoyable and fun. The students become more active both individually and in group.
3. The advantages of using semantic mapping strategy in teaching reading are:
 - a. Using the semantic mapping strategy in the pre-reading phase can stimulate the students' prior knowledge. By creating a semantic map based on the students' prior knowledge, the students are prepared with the topic to be discussed.
 - b. Using the semantic mapping strategy in the whilst-reading phase helps the students to record the information obtained from the text. By making a semantic map while reading a text, the students are equipped with a technique to relate their prior knowledge with the new information.
 - c. Using the semantic mapping strategy in the post-reading phase provides the students with an overall description about the text and helps the teacher to assess the students' comprehension of the text.

B. Implication

The research findings of this action research show that semantic mapping strategy can improve students' reading comprehension. Teaching reading through semantic mapping technique made the students easier to understand the content of the text. Furthermore, the class situation also improved. The students became more active in learning reading. They enjoyed joining the lesson.

The use of semantic mapping strategy has proven to be an effective way in teaching-learning reading comprehension. Using semantic mapping strategy in reading class is strongly suggested.

C. Suggestion

Based on the research results and discussion, some suggestions are offered on the use of the semantic mapping technique in the teaching-learning of reading comprehension.

First, teachers should focus their attention to the selection of the media for teaching learning activities. The media used should be in line with the theme, supporting the teaching-learning activities, interesting, and various. In addition to the material and media, the time allocation for reading activity also needs to be considered. In this case, it is suggested to manage the time appropriately, in which the time division should be based on the difficulty level of each phase. It is aimed to avoid the teacher from focusing on a certain stage. Thus, the time allocation for each phase in the lesson plan should be included.

Second, in the pre-reading phase, it is suggested for teachers to encourage the students to make a semantic map of their own version if they are already

familiar with the technique. Once the technique is used in the teaching-learning activity, the students will understand how to make a semantic map in the pre-reading phase. Therefore, with the intention to make the teaching-learning process more student-centered, it is better for the students to make their semantic map in this phase.

Third, in the whilst-reading phase, it is suggested to assign the students to make a semantic map in pairs or individually instead of in a group. The students are expected to be independent in comprehending a text. Thus, it is important for them to be able to use this technique when they read any materials by themselves. Finally, in the post-reading phase, it is recommended to display/publish the students' best works as the benchmark in order to give reinforcement to the students in doing their works. It can be done by attaching their works on the classroom wall.

In general, due to the fact that using the semantic mapping technique can improve the students' reading comprehension; it is suggested to the English teachers especially whose students have the same characteristics and in the similar situation to apply this technique as one of the alternatives that can be used in the teaching of reading comprehension.

For future researchers, it is hoped that they will conduct a similar study on the other skills like listening, speaking, and writing and at other levels of students for the improvement of the teaching of English or carry out an experimental study on the same skill in order to verify the present result.

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APPENDICES

APPENDIX A

COURSE GRID

**USING SEMANTIC MAPPING TO IMPROVE 7th GRADE STUDENTS' READING COMPREHENSION IN SMPN 1 JETIS IN THE
ACADEMIC YEAR OF 2013/2014
COURSE GRID**

Standard of Competence:

11. Understanding meaning in a functional text and simple short essay related to the nearest environment in the form of procedure text.

Basic Competence:

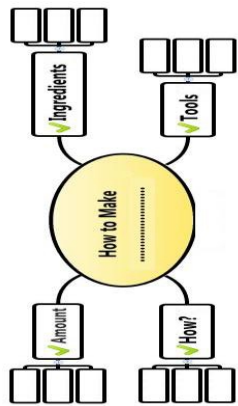
- 11.1 Reading aloud meaningful words, phrases, and sentences with good pronunciation, stress and acceptable intonation related to the nearest environment.
- 11.3 Responding to meaning and rhetorical steps accurately, fluently and acceptably in the very simple essay related to the nearest environment in the form of procedure text.

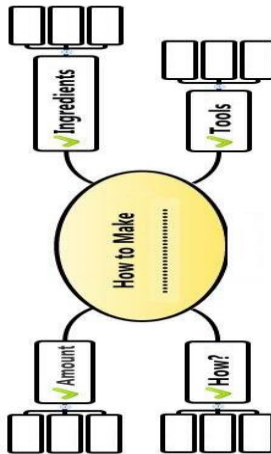
Learning Objective:

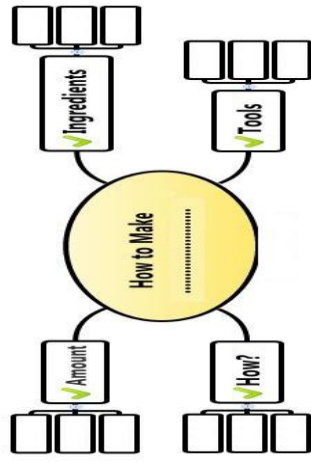
At the end of the lesson the students are expected to be able to understand the nature of procedure text accurately.

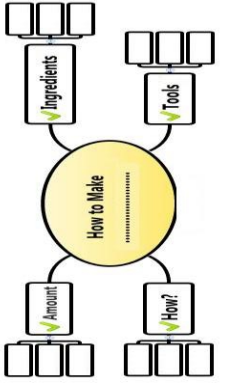
Cycle I

Indicators	Learning Materials			Teaching and Learning Activities		Media/Semantic Mapping
	Texts	Vocabulary	Grammar	Teaching Activities	Learning Activities	
1. Identify the generic structure of procedure text 2. Identify the information/contents in the procedure text 3. Identify some vocabulary from procedure text. 4. Follow the	Procedure texts in the form of food recipes entitled: “How to Make Banana Milkshake” It is very easy to make banana milkshake. To make a glass of banana milkshake you need one large banana or two small bananas, vanilla ice cream, milk, and sugar.	“How to Make Banana Milkshake” Noun: Banana, milk, ice cream, sugar Verb: blend, add, serve Adjective:	Imperative : V1 + Object/Ad verb.	Building Knowledge of the Field <ul style="list-style-type: none"> The teacher asks some question to the students. The teacher asks the students to read the model text. The teacher 	Building Knowledge of the Field <ul style="list-style-type: none"> Students have question-answer activities with the teacher. Students read the model text. Students 	“How to Make Banana Milkshake”

<p>instructions in the procedure texts</p> <p>5. Answer some questions correctly related to the procedure texts</p>	<p>This is the way of how to make a glass of banana milkshake. First, blend the banana, ice cream and sugar. Then, add milk to your taste. Next, blend again till smooth and creamy. Finally, serve it using a glass.</p> <p>“How to Cook Instant Noodle”</p> <p>It is very easy to cook instant noodle. First, put the instant noodle into 400 ml of boiling water. Boil it for 3 minutes. Put the seasoning and oil on a bowl, and then add chili powder. Put the cooked noodle together with the soup into the bowl. Finally, mix it well. Now, the delicious noodle is ready.</p> <p>“How to Cook Rice with rice cooker”</p> <ul style="list-style-type: none"> • Measure 2 cups of rice with a measuring cup and 	<p>smooth, creamy.</p> <p>“How to Cook Instant Noodle”</p> <p>Noun: noodle, water, seasoning</p> <p>Adjective: delicious</p>		<p>gives some questions related to the text.</p> <p>Modeling of the Text</p> <ul style="list-style-type: none"> • The teacher gives a semantic mapping of a food recipe– How to Make Banana Milkshake. • The teacher asked the students to read the text aloud. • Teacher gives an explanation about procedure text and do a discussion with the students to gain knowledge about procedure text in the form of food recipe and semantic mapping. • The teacher asked the students to work 	<p>answer some questions related to the text.</p> <p>Modeling of the Text</p> <ul style="list-style-type: none"> • Students study a semantic mapping of a food recipe text – How to Make Banana Milkshake. • Students read aloud the procedure text. • Students listen to an explanation about procedure text and do a discussion with the teacher to gain knowledge about procedure text in the form of food recipe and semantic mapping. 	<ul style="list-style-type: none"> • The teacher gives a semantic mapping of a food recipe– How to Make Banana Milkshake. • Students listen to an explanation about procedure text and do a discussion with the teacher to gain knowledge about procedure text in the form of food recipe and semantic mapping. <p>“How to Cook Rice with a rice Cooker”</p>  <ul style="list-style-type: none"> • The students read an instruction about how to cook rice with a rice cooker,
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	<p>put it in the cooking pot.</p> <ul style="list-style-type: none"> Wash the rice with cold water. Wash for 4 or 5 times. Add water to the appropriate level. Open the rice cooker, place the pot and cover it. Press the button to start cooking. When it is done, do not open and let it steam for 15 minutes. Open the rice cooker. Toss the rice lightly and serve. You can keep the rice warm until you unplug the rice cooker and serve when other dishes are ready 			<p>in pairs to find the meaning of the listed words in the table.</p> <ul style="list-style-type: none"> The teacher lead the students to discuss the appropriate meaning of the words based on the text. <p>Joint Construction of the Text</p> <ul style="list-style-type: none"> The teacher asked the students to work in pairs read the text and fill the semantic map of the text Students answer the questions in Task 3. Students read aloud the answers and discuss it together with the 	<ul style="list-style-type: none"> Students in pairs find the meaning of the listed words in table. Students discuss the meaning of the words with the teacher. <p>Joint Construction of the Text</p> <ul style="list-style-type: none"> Students in pairs read the text and fill the semantic map of the text. Students answer the questions. Students read aloud the answers and discuss it together with the teacher. <p>Independent Construction of</p>	<ul style="list-style-type: none"> Students fill the semantic mapping. Students answer the questions based on the text. <p>“How to Cook Instant Noodle”</p>  <ul style="list-style-type: none"> The students read an instruction about how to cook instant noodle. Students fill the semantic mapping. Students answer the questions based on the text.
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				<p>teacher.</p> <p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> The teacher asked the students to answer the questions based on the text individually The teacher asked the students to discuss the answers. 	<p><i>the Text</i></p> <ul style="list-style-type: none"> Students do Task 3 and Task 4 individually. Students and the teacher discuss the answer. 	<p>“How to Make Microwave Cookies”</p>  <pre> graph TD HMC((How to Make)) --- I[Ingredients] HMC --- T[Tools] HMC --- A[Amount] HMC --- H[How?] I --- I1[] I --- I2[] I --- I3[] T --- T1[] T --- T2[] T --- T3[] A --- A1[] A --- A2[] A --- A3[] H --- H1[] H --- H2[] H --- H3[] </pre> <ul style="list-style-type: none"> The students read food recipe about “How to make Microwave Cookies” Students fill the semantic mapping. Students answer the questions based on the text. <p>“How to Make Green Smoothie”</p>
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						 <ul style="list-style-type: none"> • The students read food recipe about “Green Smoothies” • Students fill the semantic mapping. • Students answer the questions based on the text.
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**USING SEMANTIC MAPPING TO IMPROVE 7th GRADE STUDENTS' READING COMPREHENSION IN SMPN 1 JETIS IN THE
ACADEMIC YEAR OF 2013/2014
COURSE GRID**

Standard of Competence:

11. Understanding meaning in a functional text and simple short essay related to the nearest environment in the form of announcement/invitation.

Basic Competence:

11.1 Reading aloud meaningful words, phrases, and sentences with good pronunciation, stress and acceptable intonation related to the nearest environment.

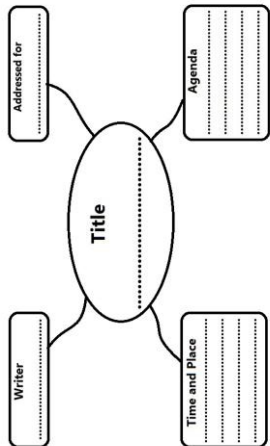
11.3 Responding to meaning and rhetorical steps accurately, fluently and acceptably in the very simple essay related to the nearest environment in the form of announcement/invitation.

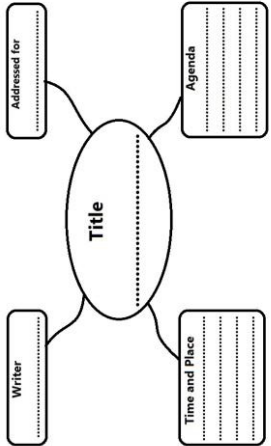
Learning Objective:

At the end of the lesson the students are expected to be able to understand the nature of announcement/invitation accurately.

Cycle 2

Indicators	Learning Materials			Teaching and Learning Activities		Media/Semantic Mapping
	Texts	Vocabulary	Grammar	Teaching Activities	Learning Activities	
1. Identify the structure of announcement/invitation 2. Identify the information/contents in the announcement/invitation 3. Identify some vocabulary from	Announcement and invitation texts: <hr/> "Announcement" Join our choir rehearsal every Saturday at 12.30 in the school hall. All are invited. Thank you!	Noun: rehearsal, meeting, hall, chairperson Verb: announce, invite, join, take place Adjective: on time	Imperative : V1 + Object/Ad verb.	<i>Building Knowledge of the Field</i> <ul style="list-style-type: none"> The teacher asks some question to the students. The teacher asks the students to read the model text. The teacher 	<i>Building Knowledge of the Field</i> <ul style="list-style-type: none"> Students have question-answer activities with the teacher. Students read the model text. Students 	"Announcement"

<p>procedure text.</p> <p>4. Follow the instructions in the procedure texts</p> <p>5. Answer some questions correctly related to the announcement/invitation.</p>	<p>Invitation:</p> <hr/> <p>Students Organization SMP Negeri 5 15th Diponegoro Street Palangkaraya 73111, Telp. (0536) 3245912</p> <p>Dear Vidi, We invite you to come attend our meeting that will be held:</p> <ul style="list-style-type: none"> • On Saturday, August 8th 2010 • At 11.00 a.m. • In the school hall <p>Agenda: Final preparation for wall magazines competition 2010. Please come on time!</p> <p>Dwi. N Nicky Secretary Chairperson</p> <hr/>			<p>gives some questions related to the text.</p> <p>Modeling of the Text</p> <ul style="list-style-type: none"> • The teacher gives a semantic mapping of an announcement and invitation. • The teacher asked the students the things they know related to announcement/invitation. • The teacher provide an announcement/invitation to be read. • The teacher asked the students to read the text aloud. • Teacher gives an explanation about announcement/invitation and do a discussion 	<p>answer some questions related to the text.</p> <p>Modeling of the Text</p> <ul style="list-style-type: none"> • Students study a semantic mapping of an announcement/invitation. • Students share their knowledge about announcement/invitation. • Students read aloud the announcement/invitation text. • Students listen to an explanation about an announcement/invitation and do a discussion with the teacher to gain knowledge about announcement/ 	<ul style="list-style-type: none"> • The teacher gives a semantic mapping of a school announcement. • Students listen to an explanation about announcement and do a discussion with the teacher to gain knowledge about announcement. <p>“Announcement”</p>  <ul style="list-style-type: none"> • The students read an announcement. • Students fill the semantic mapping based on the text. • Students answer the questions based on the text.
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				<p>with the students to gain knowledge announcement/invitation.</p> <p>Joint Construction of the Text</p> <ul style="list-style-type: none"> The teacher asked the students to work in pairs to find the meaning of the listed words in the table. The teacher lead the students to discuss the appropriate meaning of the words based on the text. The teacher asked the students to work in pairs read the text and fill the semantic map of the text Students read the 	<p>invitation.</p> <p>Joint Construction of the Text</p> <ul style="list-style-type: none"> Students in pairs find the meaning of the listed words in table. Students discuss the meaning of the words with the teacher. Students in pairs read the text and fill the semantic map of the text. Students answer the questions. Students read aloud the answers and discuss it together with the teacher. <p>Independent Construction of</p>	<p>“Invitation”</p>  <ul style="list-style-type: none"> The students read an invitation. Students fill the semantic mapping based on the text. Students answer the questions based on the text.
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				<p>answers and discuss it together with the teacher.</p> <p>Independent Construction of the Text</p> <ul style="list-style-type: none"> • The teacher asked the students to answer the questions based on the text individually • The teacher asked the students to discuss the answers. 	<p>the Text</p> <ul style="list-style-type: none"> • Students answer the questions individually. • Students and the teacher discuss the answer. 	
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APPENDIX B

LESSON PLAN

LESSON PLAN

School	: SMP N 1 Jetis
Subject	: English
Skill	: Reading
Grade/Semester	: VII / 2
Time allocation	: 2 x 40 minutes

Standards of Competence: Reading

11. Understanding meaning in a functional text and simple short essay related to the nearest environment in the form of procedure text.

Basic Competence

- 11.1 Reading aloud meaningful words, phrases, and sentences with good pronunciation, stress and acceptable intonation related to the nearest environment.
- 11.3 Responding to meaning and rhetorical steps accurately, fluently and acceptably in the very simple essay related to the nearest environment in the form of procedure text.

Indicators

- Identifying the communicative purpose of the procedure text
- Identifying the meaning of the words in the procedure text
- Identifying the information/contents in the procedure text
- Identifying some vocabulary from procedure text.
- Answering some questions correctly related to the procedure texts

Learning Objective

At the end of the lesson the students are expected to be able to understand the nature of procedure text accurately.

Materials of Teaching

1. A procedure text.

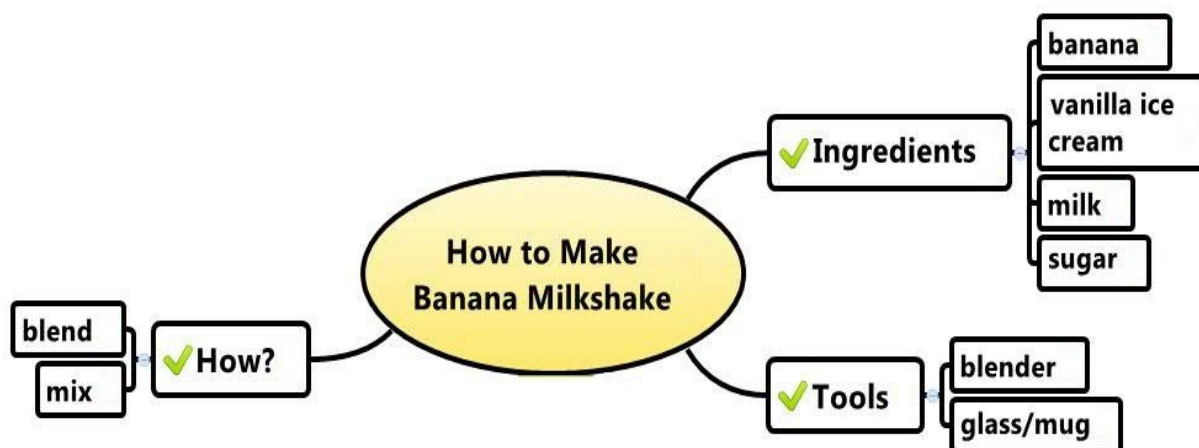
How to Make Banana Milkshake



It is very easy to make banana milkshake. To make a glass of banana milkshake you need one large banana or two small bananas, vanilla ice cream, milk, and sugar.

This is the way of how to make a glass of banana milkshake. First, blend the banana, ice cream and sugar. Then, add milk to your taste. Next, blend again till smooth and creamy. Finally, serve it using a glass.

2. A semantic mapping of the procedure text.



3. Generic Structure and grammatical features of a procedure text:

Procedure

Procedures tell how to do something. This might include cooking recipes and instructions to do something.

Generic Structure

A procedure is usually organised to include:

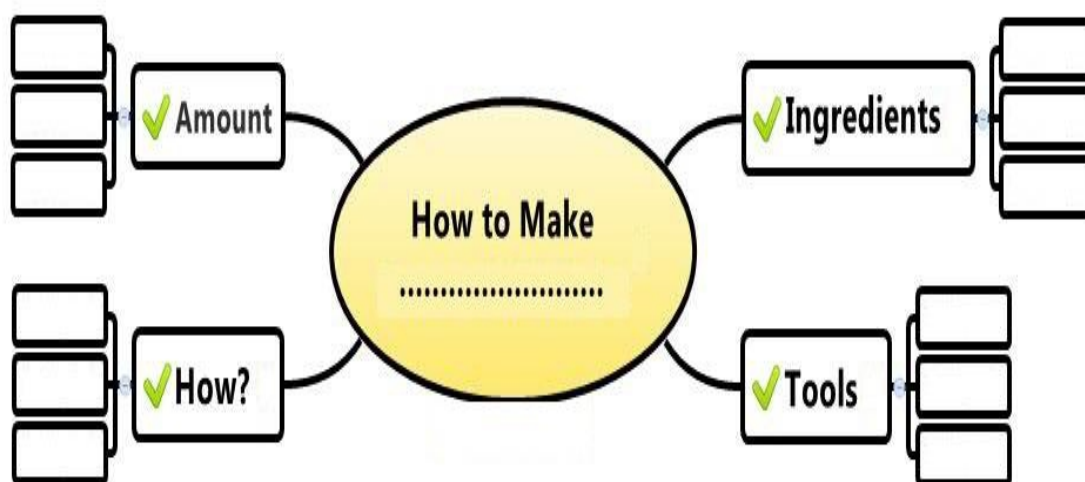
- the goal of the activity;
- any materials needed to achieve the goal;
- steps to accomplish the goal.

Grammatical Features

Common grammatical patterns of a procedure include:

- the use of imperative sentences.
- the use of connectives to sequence the actions in time, e.g. *first, next, then, while*;
- the use of adverbials e.g. *for five minutes, carefully*.

4. Semantic mapping sheets



Method

Genre-based Approach

Learning Activities

No	Activities	Time
1	Pre-activities (Opening) <ul style="list-style-type: none"> Greeting and call the roll 	5'
2	Whilst-activity (Main Activities) <p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> Students have question-answer activities with the teacher. Students read the model text. Students answer some questions related to the text. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> Students study a semantic mapping of a procedure text – How to Make Banana Milkshake. Students read aloud a procedure text. Students listen to an explanation about procedure text and do a discussion with the teacher to gain knowledge about procedure text and semantic mapping. <p><i>Joint Construction of the Text</i></p> <ul style="list-style-type: none"> Students in pairs find the meaning of the listed words in Task 1. Students discuss the meaning of the words with the teacher. Students read the text and fill the semantic map of the text (Task 2). Students answer the questions in Task 3. Students read aloud the answers and discuss it together with the teacher. <p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> Students do Task 3 and Task 4 individually. Students and the teacher discuss the answer. 	60'
3	Post-activity <ul style="list-style-type: none"> The teacher and the students conclude the learning activities and the material. The teacher gives the students an opportunity to tell their difficulties in the learning process. 	15'

Media/Sources

Teacher-made materials

Instrument

Task 3 and **Task 6** (Appendix)

Assessment Rubric

Task	Explanation	Score
Task 3	Correct answer with correct grammar	2
	Correct answer with inappropriate grammar	1
	Wrong answer/no answer	0
Task 6	Correct answer with correct grammar	2
	Correct answer with inappropriate grammar	1
	Wrong answer/no answer	0

Bantul, 5 April 2014

Approved by,
English Teacher

Researcher

Ani Purwanti, S.Pd.
NIP. 19790925 200801 2 007

Natalisa Krisnawati
NIM. 10202241060

Appendix

Task 1

Find the meaning of the following words, then read the text carefully.

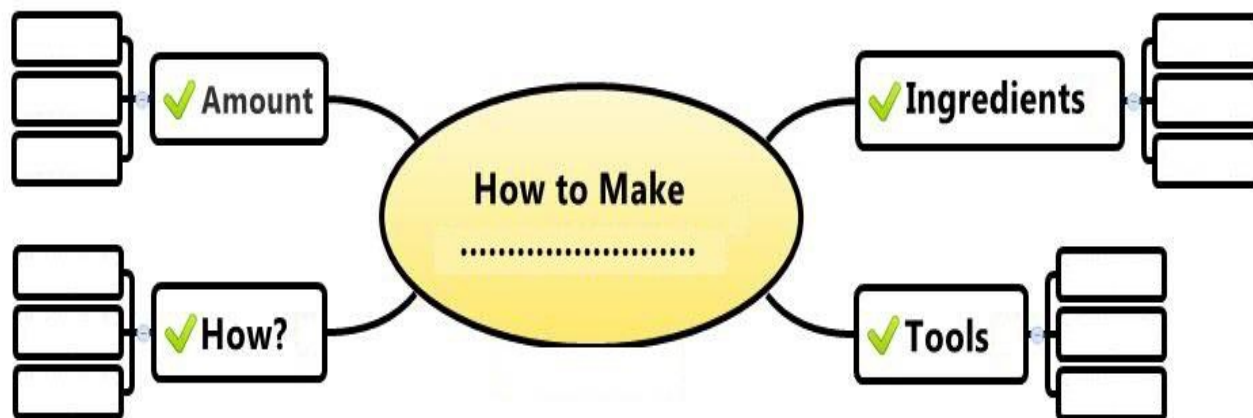
English	Indonesian
put /pʊt/ (kk)	
boil /bɔɪl/ (kk)	
seasoning /si.zən.ɪŋ/ (kb)	
bowl /boʊl/ (kb)	
mix /mɪks/ (kk)	

How to Cook Instant Noodle

It is very easy to cook instant noodle. First, put the instant noodle into 400 ml of boiling water. Boil it for 3 minutes. Put the seasoning and oil on a bowl, and then add chili powder. Put the cooked noodle together with the soup into the bowl. Finally, mix it well. Now, the delicious noodle is ready.

Task 2

Fill the semantic mapping chart based on the text.



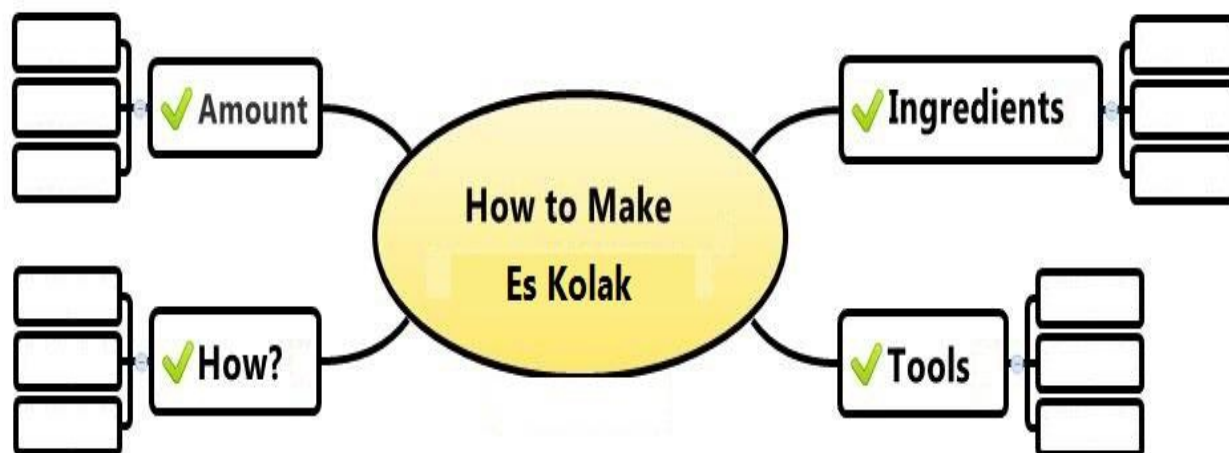
Task 3

Answer the questions based on the text.

1. What does the text tell us?
2. What are needed to cook instant noodle?
3. How much water are needed?
4. How long should we boil the noodle?
5. What is the last step of making instant noodle?

Task 4

Fill the semantic mapping sheet with things you know about the topic.




Task 5

Read the text and compare it with your semantic mapping. Do you find the same thing in them?

How to Make Es Kolak

Ingredients:

- ¼ cup of sugar syrup
- 1 sweet potato
- 1 large banana, peeled and sliced
- 5 pieces ripe jackfruit, pitted and sliced
- 4 cups (1 litre) thick coconut milk
- A pinch of salt
- Crushed ice



Cooking Directions:

1. Clean the sweet potato, then boil in the water over medium heat until tender and cooked for 15 minutes.
2. Remove the water and set aside to cool. Peel and dice the sweet potato.
3. Cook the coconut milk until it is boiling.
4. Place the all the ingredients into a mixing bowl, and mix it well.
5. When it is done, serve it in glasses or bowl.
6. Enjoy immediately.

Task 6

Answer the question by choosing a, b, c, or d.

1. What is the text about?
 - i. Making *es kolak*.
 - ii. Enjoying *es kolak*.
 - iii. Peeling bananas.
 - iv. Slicing bananas.
2. How many kinds of ingredients are needed to make *es kolak*?
 - a. 8
 - b. 7
 - c. 6
 - d. 5
3. What should we do before mixing the potato with the other ingredients?
 - a. Enjoy the *es kolak*.
 - b. Serve in a glass.
 - c. Boil the *es kolak*.
 - d. Cook the coconut milk.
4. How long should we boil the sweet potato?
 - a. In a quarter of an hour.
 - b. Less than 15 minutes.
 - c. More than 20 minutes.
 - d. For a half hour.
5. What are the possible tools that are needed to make *es kolak*?
 - a. Pan, knife, and bowl.
 - b. Frying pan, blender, and fork.
 - c. Glass, mixer, and grater.
 - d. Spoon, sieve, and toaster.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP N 1 Jetis
Mata Pelajaran	: Bahasa Inggris
Keterampilan Berbahasa	: Reading
Kelas/Semester	: VII / 2
Alokasi Waktu	: 3 x 40 minutes

Standar Kompetensi: Membaca

11. Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *procedure* yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar

- 11.1 Merespon makna yang terdapat dalam teks tulis fungsional dan esai pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
- 11.3 Membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk *procedure* dengan ucapan, tekanan dan intonasi yang berterima.

Indikator

- Mengidentifikasi tujuan komunikatif dari teks *procedure*.
- Mengidentifikasi makna kata yang ada dalam teks *procedure*.
- Mengidentifikasi informasi/isi dari teks *procedure*.
- Mengidentifikasi kosakata dari teks *procedure*.
- Menjawab pertanyaan yang berhubungan dengan teks *procedure*.

Tujuan Pembelajaran

Pada akhir proses pembelajaran, siswa memahami isi dan ciri-ciri teks *procedure* secara akurat.

Materi Pembelajaran

5. Penjelasan tentang imperative sentence.

Imperative sentence merupakan kalimat yang digunakan untuk memberikan perintah atau instruksi. Sebagai contoh: Come here! atau Boil the water.

Imperative sentence hampir selalu tidak memiliki subjek, dan orang kedua biasanya dijadikan sebagai subjek. Contoh; *(You)* Boil the water.

Berikut beberapa situasi dimana kita dapat menggunakan imperative.

Perintah

Close the door! - Stand up! - Sit down! - Open your books!

Instruksi

To make a cup of coffee (Untuk membuat segelas kopi):

- **Boil** some water (didihkan air)
- **Put** some coffee in a cup (masukkan kopi ke dalam gelas)
- **Add** some water (tambahkan air)
- **Drink** the coffee (minum kopimnya)

Kata kerja yang digunakan adalah kata kerja bentuk pertama seperti pada contoh diatas; boil, put, add, drink. Berikut ini adalah formula dari imperative sentence:

V1 + Object + Adverb

6. Beberapa teks procedure, seperti:

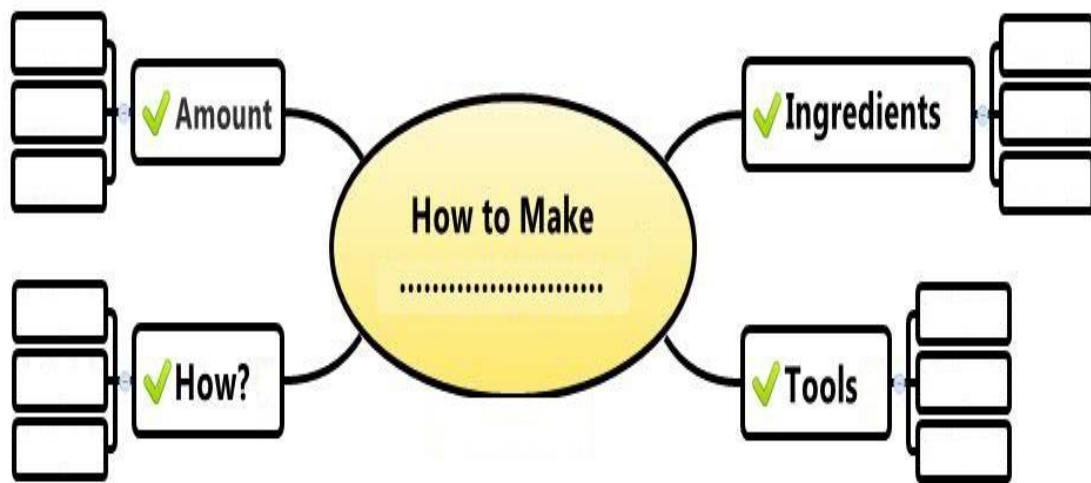
How to Make Banana Milkshake



It is very easy to make banana milkshake. To make a glass of banana milkshake you need one large banana or two small bananas, vanilla ice cream, milk, and sugar.

This is the way of how to make a glass of banana milkshake. First, blend the banana, ice cream and sugar. Then, add milk to your taste. Next, blend again till smooth and creamy. Finally, serve it using a glass.

7. Grafik semantic mapping



Metode

Genre-based Approach

Aktivitas Pembelajaran

No	Kegiatan	Waktu
1	Pembukaan <ul style="list-style-type: none"> Salam dan mengecek kehadiran siswa. 	5'
2	Aktivitas Utama <p><i>Building Knowledge of the Field</i> Siswa bertanya-jawab dengan guru. Siswa membaca teks model. Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks.</p> <p><i>Modelling of the Text</i> Siswa mendengarkan penjelasan tentang teks kalimat <i>imperative</i> dalam teks <i>procedure</i> dan melakukan diskusi dengan guru untuk memperoleh pengetahuan tentang kalimat <i>imperative</i> dalam teks <i>procedure</i>.</p> <p><i>Joint Construction of the Text</i> Secara berpasangan, siswa mengerjakan Task 1 s.d. Task 3 (Lampiran). Siswa membaca nyaring jawaban dari Task 1, Task 2, dan Task 3 dan mendiskusikannya bersama dengan guru.</p> <p><i>Independent Construction of the Text</i> Siswa mengerjakan Task 7 dan Task 8 (Lampiran) secara individu. Siswa dan guru mendiskusikan jawaban dari Task 7 dan Task 8. Siswa mengerjakan Task 10, Task 11 dan Task 13 (Lampiran) secara individu. Siswa dan guru mendiskusikan jawaban dari Task 10, Task 11 dan Task 13.</p>	100'
3	Penutup <ul style="list-style-type: none"> Guru dan siswa merangkum aktivitas belajar dan materi yang telah dipelajari. Guru memberi kesempatan pada siswa untuk mengungkapkan kesulitan yang dihadapi selama proses belajar. Guru memberikan pekerjaan rumah Task 9 (Lampiran) 	15'

Media/Sumber

Materi kreatif susunan guru.

Instrumen

Task 10, Task 11 dan Task 13 (Lampiran)

Rubrik Penilaian

Task	Explanation	Skor
Task 13	Jawaban benar dengan susunan tata Bahasa yang benar.	2
	Jawaban benar dengan tata Bahasa yang kurang tepat	1
	Jawaban salah/tidak ada jawaban.	0
Task 11	Jawaban benar	1
	Jawaban salah/tidak ada jawaban.	0
Task 10	Jawaban benar	1
	Jawaban salah/tidak ada jawaban.	0

Bantul, 5 April 2014

Disetujui oleh

Guru Bahasa Inggris

Mahasiswa Peneliti

Ani Purwanti, S.Pd.
NIP. 19790925 200801 2 007

Natalisa Krisnawati
NIM. 10202241060

Lampiran

Task 1

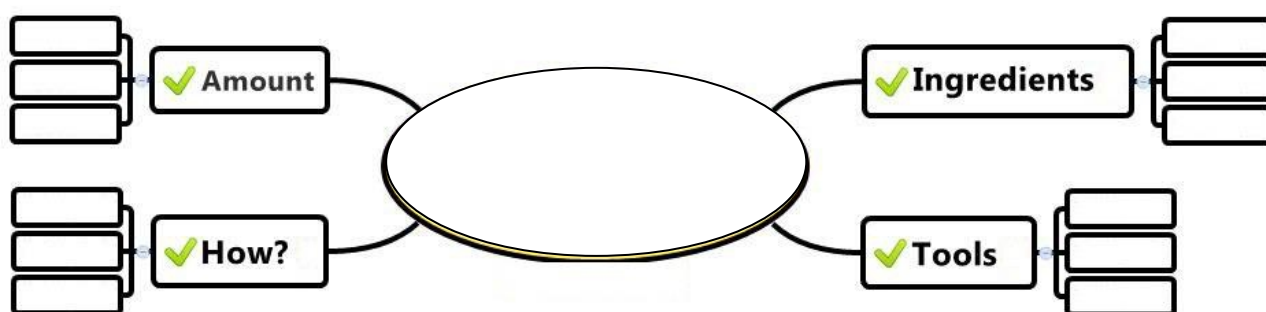
Find the meaning of the following words in Indonesian and study the text carefully.

English	Indonesian
1. measure /meʒ.ər/ (kk)	
2. cover /kʌv.ər/ (kk)	
3. steam /sti:m/ (kk)	
4. toss /tɒs/ (kk)	
5. unplug /ʌnplʌg/ (kk)	
6. serve /sɜ:v/ (kk)	

- Measure 2 cups of rice with a measuring cup and put it in the cooking pot.
- Wash the rice with cold water. Wash for 4 or 5 times.
- Add water to the appropriate level.
- Open the rice cooker, place the pot and cover it.
- Press the button to start cooking. When it is done, do not open and let it steam for 15 minutes.
- Open the rice cooker.
- Toss the rice lightly and serve.
- You can keep the rice warm until you unplug the rice cooker and serve when other dishes are ready.

Task 2

Based on the text above fill the semantic mapping below and answer the questions.



Questions

1. What is the most suitable title for the text?
2. How many times should we wash the rice?
3. In what step can we start cooking?
4. What does "toss" mean in the 8th sentence?
5. Can we eat the rice immediately after it is cooked?

Task 3

Number these pictures with the correct order based on the text.

A.



B.



C.



D.



E.



F.



G.



I.



Task 4

Find the meaning of following words in Indonesian, fill the blanks in the text with the correct verbs.

English	Indonesian
1) pour /pɔːr/ (kk)	
2) empty /'emp.ti/ (kk)	
3) keep /ki:p/ (kk)	
4) shake /ʃeɪk/ (kk)	
5) dry /draɪ/ (kk)	
6) slice /slaɪs/ (kk)	
7) put /pʊt/ (kk)	

Honey Lemon Slices and Honey Lemon Drink

Ingredients:

- 300 ml honey
- 2 organic lemon

Steps:

- **(1)** ... some hot water in a glass jar to clean it.
- **(2)** ... the jar and dry it out.
- Wash the lemons and **(3)** ... them with paper towels.
- **(4)** ... them thin and remove the seeds.
- **(5)** ... the lemon slices and honey alternately in the glass jar.
- Close it securely, shake it for a little bit, and **(6)** ... it in the fridge for 3 days.
- **(7)** ... the jar for once a day
- Now, it is ready to make honey lemon drink.



Honey Lemon Drink

- Put the honey lemon slices into glasses and cold water
- It is done.

Task 5

Make your own semantic map based on the text 'Honey Lemon Slices'

Task 6

Number the picture based on the right order from the text 'Honey Lemon Slice and Honey Lemon Drink'.

A.



B.



C.



D.



E.



F.



G.



H.



I.



Task 7

Find the meaning of these words in Indonesian and read the text.

No	English	Indonesian
1	beaten /'bi:tən/ (ks)	
2	softened /'sɒfənd/ (ks)	
3	sift /sɪft/ (kk)	
4	mixture /'mɪks.tʃər/ (kb)	
5	waxed /'mɪks.tʃər / (ks)	
6	dough /dəʊ/ (kb)	

Microwaves Cookies

Ingredients:

- 100 gr softened butter
- 50 gr sugar
- 1 egg (beaten)
- 130 gr all-purpose flour
- ½ teaspoon baking powder
- 50 gr chocolate chips

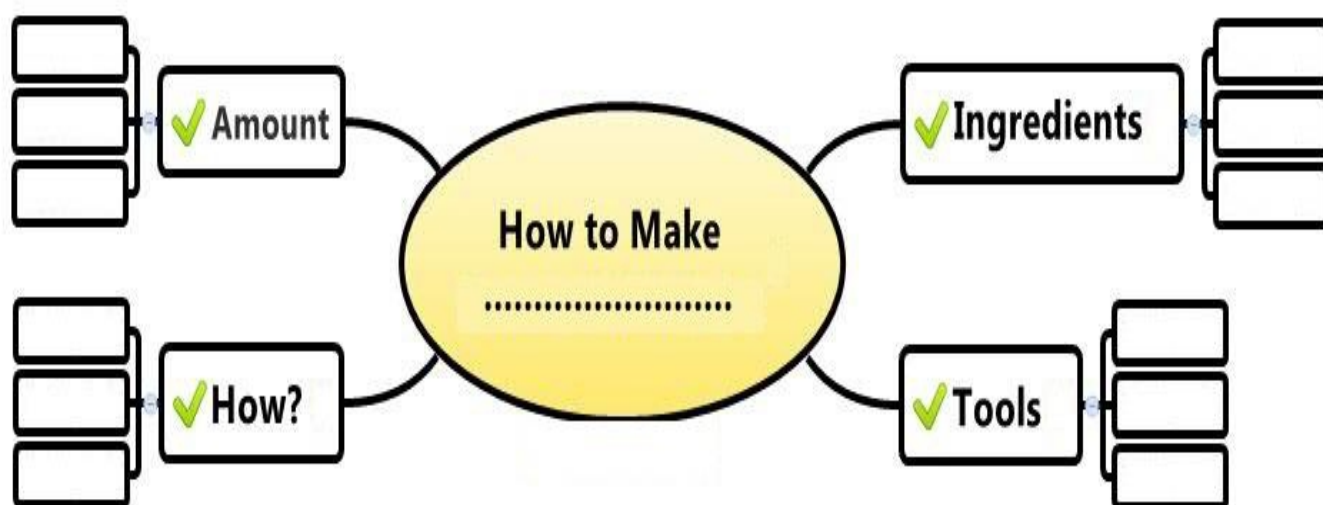


Steps:

1. Put the softened butter in a big bowl and add sugar.
2. Beat butter and sugar until creamy.
3. Add beaten egg into the mixture and mix well.
4. Mix flour and baking powder and sift them into the mixture. Mix them well.
5. Add the chocolate chips and mix well.
6. Cut waxed paper into small pieces of about 2cm x 2cm.
7. Drop 1 tablespoon cookie dough on the waxed papers and place them in the microwave.
8. Microwave at 500 watt for 3 minutes.
9. After 3 minutes take the cookies and remove the waxed paper and the cookies are ready to serve.

Task 8

Fill the Semantic Map based on the text 'Microwave Cookies'.



Task 9

Number these picture into the correct order based on the text 'Microwave Cookies'.



Task 10

Choose the best answer for each question based on the text 'Microwave Cookies'.

1. What is the text about?
 - a. Serving microwave cookies.
 - b. Eating microwave cookies.
 - c. Making microwave cookies.
 - d. Mixing microwave cookies.
2. The word '*beat*' in step no.2 has the same meaning as
 - a. Add
 - b. Drop
 - c. Stir
 - d. Heat
3. After the mixture of butter and sugar is creamy, we should ad
 - a. Softened butter
 - b. Waxed paper
 - c. Mixed dough
 - d. Beaten egg
4. After 3 minutes take the cookies and remove the waxed paper (step no. 9)
The underlined word has the closest meaning as
 - a. take
 - b. make
 - c. bake
 - d. serve
5. How much dough needed for a piece of waxed paper?
 - a. 1 teaspoon
 - b. 1 tablespoon
 - c. ½ teaspoon
 - d. ½ tablespoon

Task 11

Read the text carefully and fill in the blank spaces with suitable words from the box.

vegetables	good	leaves
pieces	small	sliced
drink	enjoy	smooth

Green Smoothie

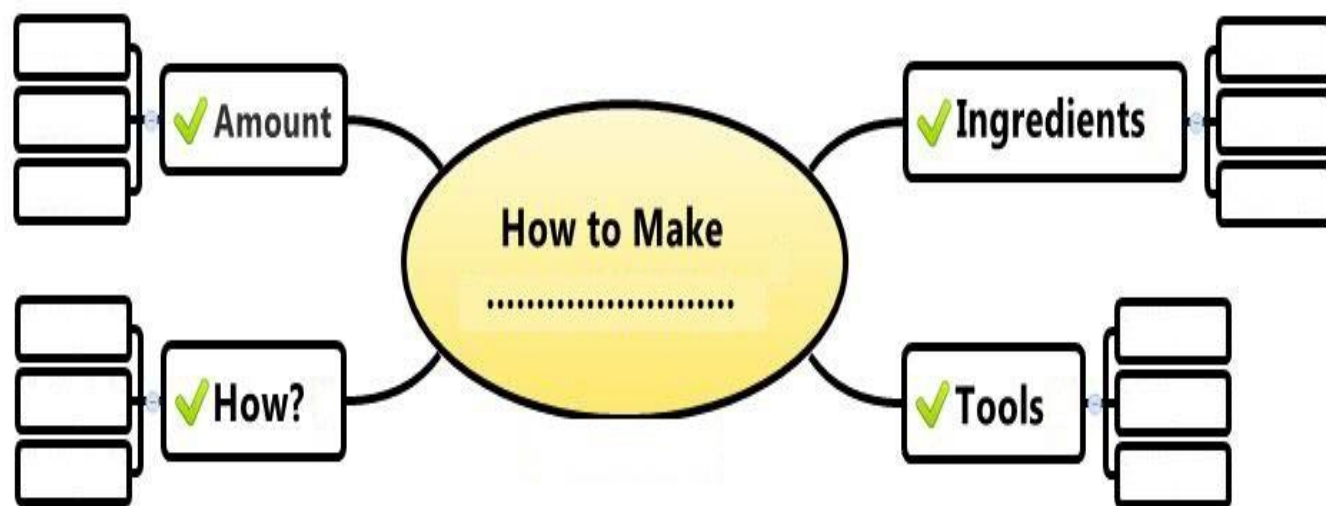


Green smoothie is a popular health **(1)** It is made from fresh fruits and **(2)** It is very rich of enzyme and **(3)** . . . for diet. All we need are; ½ frozen banana, 2 **(4)** . . . frozen pineapple, 1 orange, 1 kiwi, ¼ lemon, ½ apple, 2 **(5)** . . . of green leaf lettuce, and 100 ml water.

First, cut fresh fruits (orange, kiwi, apple, and lemon) into **(6)** . . . pieces. Next, place ½ frozen banana and 2 pieces of frozen pineapple in a **(7)** . . . and add 100 milliliter of water. Add the fresh **(8)** . . . fruit and 2 leaves of green lettuce. Blend it until **(9)** When it is done, serve it in a glass and **(10)** . . . it as soon as possible as the enzyme is active.

Task 12

Fill in the semantic mapping chart based from the text: Green Smoothie



Task 13

Answer the questions based on the text.

1. What is the text about?
2. What is the purpose of the text?
3. What equipment is needed to make green smoothie?
4. What is the fresh fruit needed to make the smoothie?
5. Why should we enjoy the smoothie quickly after it is done?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP N 1 Jetis
Mata Pelajaran	: Bahasa Inggris
Keterampilan Berbahasa	: Reading
Kelas/Semester	: VII / 2
Alokasi Waktu	: 2 x 40 minutes

Standar Kompetensi: Membaca

11. Memahami makna teks tulis fungsional pendek berbentuk *announcement* yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar

- 11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
- 11.3 Membaca nyaring bermakna teks fungsional pendek sangat sederhana berbentuk *announcement* dengan ucapan, tekanan dan intonasi yang berterima.

Indikator

- Mengidentifikasi tujuan komunikatif dari teks *announcement*
- Mengidentifikasi makna kata yang ada dalam teks *announcement*
- Mengidentifikasi informasi/isi dari teks *announcement*
- Mengidentifikasi kosakata dari teks *announcement*.
- Menjawab pertanyaan yang berhubungan dengan teks *announcement*.

Tujuan Pembelajaran

Pada akhir proses pembelajaran, siswa memahami isi dan ciri-ciri teks *announcement* secara akurat.

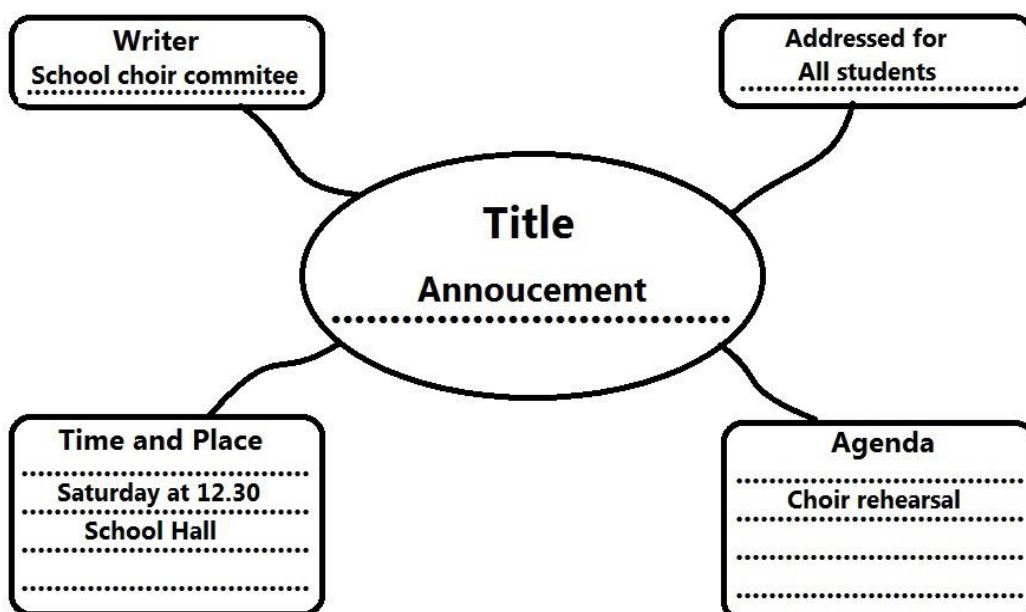
Materi Pembelajaran

1. Teks *announcement*.

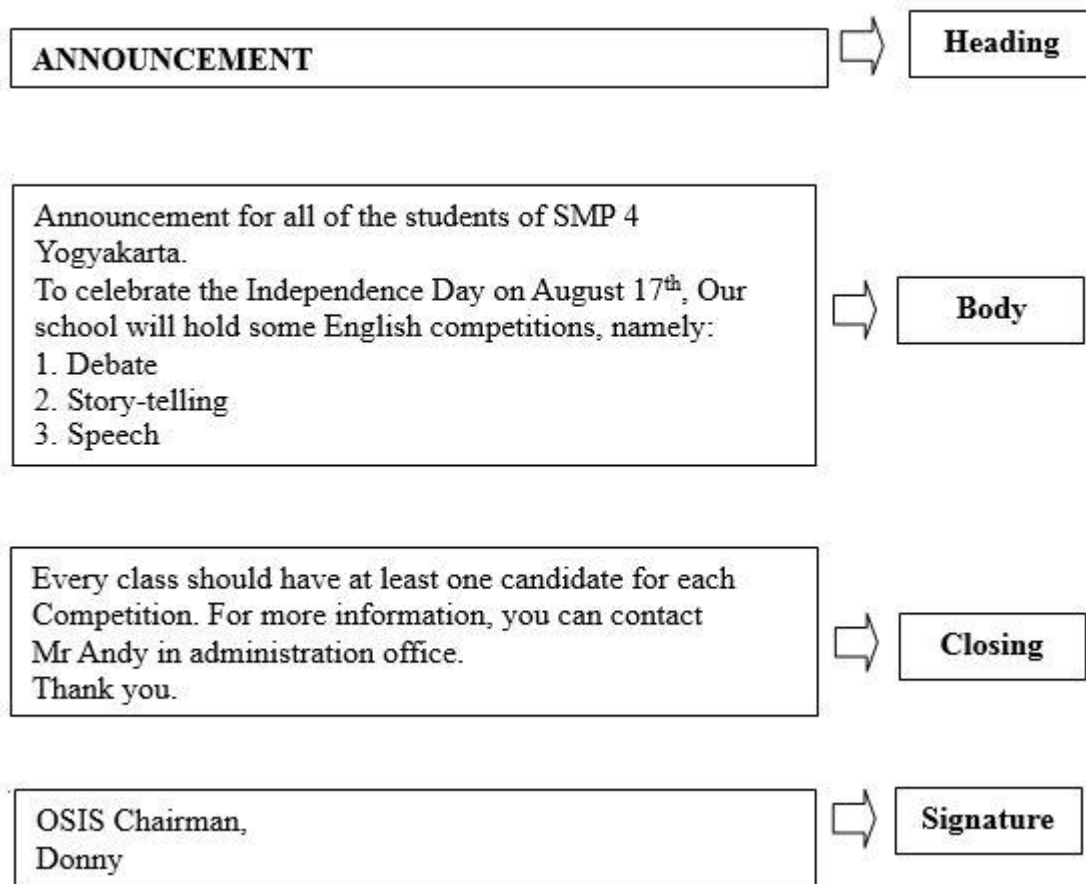
Announcement
Join our choir rehearsal every Saturday at 12.30 in the school hall. All are invited.
Thank you!

Announcement
This is a new school year and there are many new students around. Please be friendly and help them understand the rules of our school.

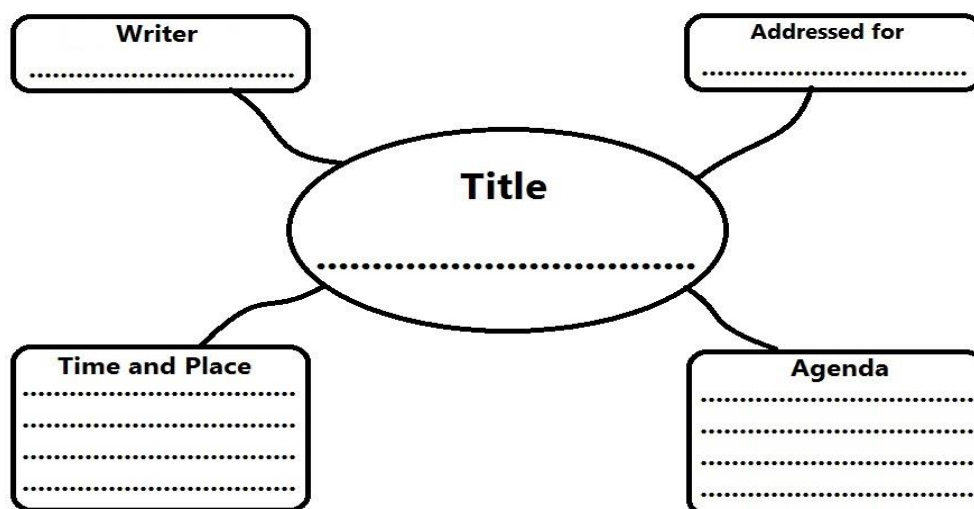
2. Semantic mapping dari teks *announcement*.



1. Susunan teks *announcement* :



2. Grafik semantic mapping



Metode

Genre-based Approach

Aktivitas Pembelajaran

No	Kegiatan	Waktu
1	Pembukaan <ul style="list-style-type: none"> Guru mengucapkan salam dan mengecek kehadiran siswa. 	5'
2	Aktivitas Utama <p><i>Building Knowledge of the Field</i></p> <ul style="list-style-type: none"> Siswa bertanya-jawab dengan guru. Siswa membaca teks model. Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks. <p><i>Modelling of the Text</i></p> <ul style="list-style-type: none"> Siswa mempelajari semantic mapping dari sebuah teks <i>announcement</i>. Siswa membaca nyaring teks <i>announcement</i>. Siswa mendengarkan penjelasan tentang teks <i>announcement</i> dan melakukan diskusi dengan guru untuk memperoleh pengetahuan tentang teks <i>announcement</i> dan semantic mapping. <p><i>Joint Construction of the text</i></p> <ul style="list-style-type: none"> Secara berpasangan, siswa mengerjakan Task 1 dan Task2 (Lampiran). Siswa membaca nyaring jawaban dari Task 1, Task 2 dan Task 3 dan mendiskusikan-nya bersama dengan guru. <p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> Siswa mengerjakan Task 4, Task 5 dan Task 6 (Lampiran) secara individu. Siswa dan guru mendiskusikan jawaban dari Task 4, Task 5 dan Task 6. 	60'
3	Post-activity <ul style="list-style-type: none"> Guru dan siswa merangkum aktivitas belajar dan materi yang telah dipelajari. Guru memberi kesempatan pada siswa untuk mengungkapkan kesulitan yang dihadapi selama proses belajar. 	15'

Media/Sumber

Materi kreatif susunan guru.

Instrumen

Task 4 dan Task 5 (Lampiran)

Rubrik Penilaian

Task	Explanation	Skor
Task 4	Jawaban benar dengan susunan tata Bahasa yang benar.	2
	Jawaban salah/tidak ada jawaban.	0
Task 5	Jawaban benar dengan susunan tata Bahasa yang benar.	2
	Jawaban salah/tidak ada jawaban.	0

Bantul, 25 April 2014

Disetujui oleh

Guru Bahasa Inggris

Mahasiswa Peneliti

Ani Purwanti, S.Pd.
NIP. 19790925 200801 2 007

Natalisa Krisnawati
NIM. 10202241060

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP N 1 Jetis
Mata Pelajaran	: Bahasa Inggris
Keterampilan Berbahasa	: Reading
Kelas/Semester	: VII / 2
Alokasi Waktu	: 2 x 40 minutes

Standar Kompetensi: Membaca

11. Memahami makna teks tulis fungsional pendek berbentuk *invitation* yang berkaitan dengan lingkungan terdekat.

Kompetensi Dasar

- 11.1 Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
- 11.3 Membaca nyaring bermakna teks fungsional pendek sangat sederhana berbentuk *invitation* dengan ucapan, tekanan dan intonasi yang berterima.

Indikator

- Mengidentifikasi tujuan komunikatif dari teks *invitation*
- Mengidentifikasi makna kata yang ada dalam teks *invitation*
- Mengidentifikasi informasi/isi dari teks *invitation*
- Mengidentifikasi kosakata dari teks *invitation*.
- Menjawab pertanyaan yang berhubungan dengan teks *invitation*.

Tujuan Pembelajaran

Pada akhir proses pembelajaran, siswa memahami isi dan ciri-ciri teks *invitation* secara akurat.

Materi Pembelajaran

3. Teks *invitation*.

Students Organization
SMP Negeri 5
15th Diponegoro Street
Palangkaraya 73111, Telp. (0536) 3245912

Dear Vidi,

We invite you to come attend our meeting that will be held:

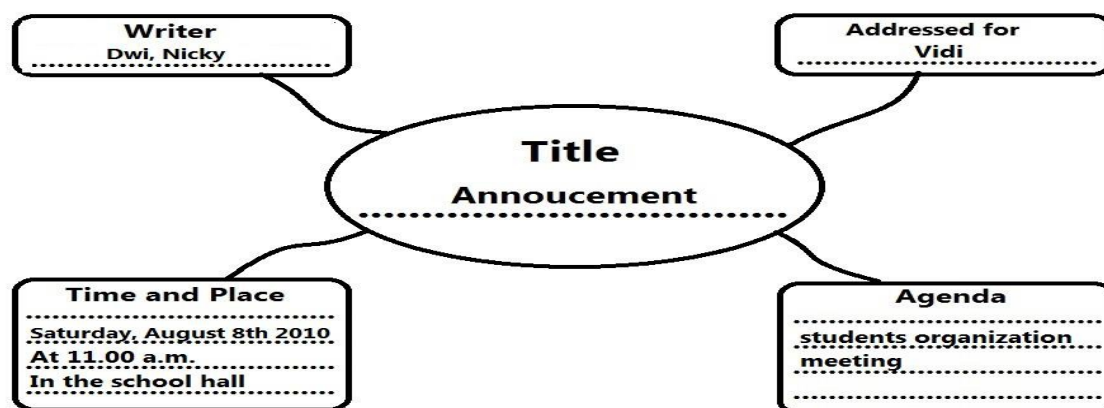
- On Saturday, August 8th 2010
- At 11.00 a.m.
- In the school hall

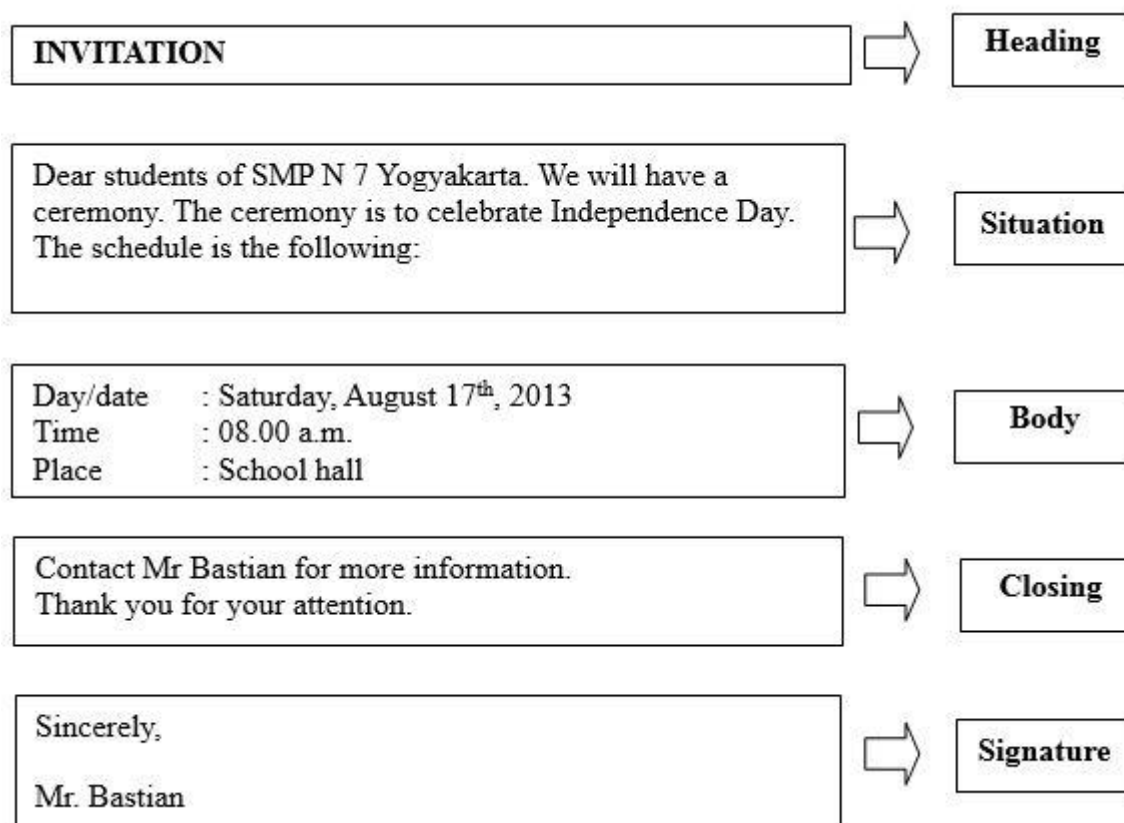
Agenda : Final preparation for wall magazines competition 2010.
 Please come on time!

Dwi. N
Secretary

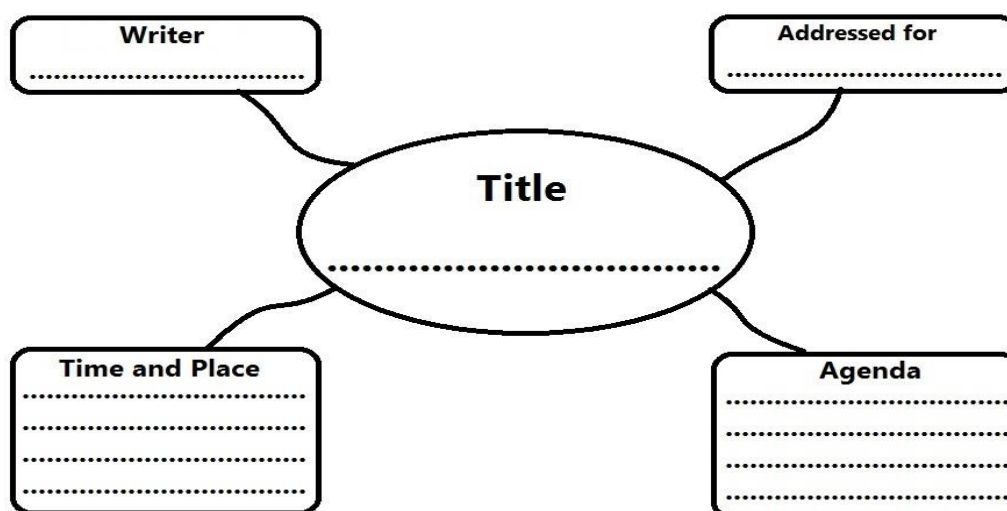
Nicky
Chairperson

4. Semantic mapping dari teks *invitation* .



5. Susunan teks *invitation* :

6. Grafik semantic mapping

**Metode**

Genre-based Approach

Aktivitas Pembelajaran

No	Kegiatan	Waktu
1	Pembukaan <ul style="list-style-type: none"> Guru mengucapkan salam dan mengecek kehadiran siswa. 	5'
2	Aktivitas Utama <i>Building Knowledge of the Field</i> <ul style="list-style-type: none"> Siswa bertanya-jawab dengan guru. Siswa membaca teks model. Siswa menjawab beberapa pertanyaan yang berhubungan dengan teks. <i>Modelling of the Text</i> <ul style="list-style-type: none"> Siswa mempelajari semantic mapping dari sebuah teks <i>invitation</i>. Siswa membaca nyaring teks <i>invitation</i>. Siswa mendengarkan penjelasan tentang teks <i>invitation</i> dan melakukan diskusi dengan guru untuk memperoleh pengetahuan tentang teks <i>invitation</i> dan semantic mapping. <i>Joint Constuction of the Text</i> <ul style="list-style-type: none"> Secara berpasangan, siswa mengerjakan Task 7 dan Task 8 (Lampiran). Siswa membaca nyaring jawaban dari Task 7 dan Task 8 dan mendiskusikannya bersama dengan guru. <i>Independent Construction of the Text.</i> <ul style="list-style-type: none"> Siswa mengerjakan Task 9, dan Task 10 (Lampiran) secara individu. Siswa dan guru mendiskusikan jawaban dari Task 9, dan Task 10. 	60'
3	Aktivitas Penutup <ul style="list-style-type: none"> Guru dan siswa merangkum aktivitas belajar dan materi yang telah dipelajari. Guru memberi kesempatan pada siswa untuk mengungkapkan kesulitan yang dihadapi selama proses belajar. 	15'

Media/Sumber

Materi kreatif susunan guru.

Instrumen

Task 9 dan Task 10 (Lampiran)

Rubrik Penilaian

Task	Explanation	Skor
Task 9	Jawaban benar dengan susunan tata Bahasa yang benar.	2
	Jawaban benar dengan susunan tata Bahasa yang kurang tepat	1
	Jawaban salah/tidak ada jawaban.	0
Task 10	Jawaban benar dengan susunan tata Bahasa yang benar.	2
	Jawaban salah/tidak ada jawaban.	0

Bantul, 25 April 2014

Disetujui oleh

Guru Bahasa Inggris

Mahasiswa Peneliti

Ani Purwanti, S.Pd.
NIP. 19790925 200801 2 007

Natalisa Krisnawati
NIM. 10202241060

(Lampiran)

TASK 1

Answer the questions below:

- 1. Do you know what is an announcement?
- 2. Do you know the parts of an announcement? What are they?
- 3. Where do you usually see an announcement?

TASK 2

Read the following text and find the meanings of the following words in Indonesian. You can look up the words in your dictionary. Try to pronounce them.

- 1. celebrate /'sel.ɪ.breɪt/ (kk) :
- 2. independence /,ɪn.dɪ'pen.dənt s/ (kb) :
- 3. competition /,kɒm.pə'tɪʃ.ən/ (kb) :
- 4. hold /həʊld/ (kk) :
- 5. participant /pɑ:'tɪs.ɪ.pənt/ (kb) :
- 6. administration /əd,mɪn.ɪ'streɪ.ʃən/ (kb) :



Students Union of
SMP 4 Yogyakarta

ANNOUNCEMENT

Announcement for all students of SMP 4 Yogyakarta. To celebrate the Independence Day on August 17th, Our school will hold some English competitions, including:

- 1. Debate
- 2. Story-telling
- 3. Speech

Every class should have one participant for each competition. For more information, you can contact Mr Andy in the administration office. Thank you.

Students Union Chairman,
Donny

The text above is an announcement. Announcement is a way to inform something to public.

An announcement text consists of the following structures:

- 1. Heading : the title of the text, for example: ANNOUNCEMENT
- 2. Body : the content of the announcement
- 3. Closing : it usually consists of further information and gratitude expression.
- 4. Signature: the writer of the announcement

Example:

ANNOUNCEMENT

⇒

Heading

Announcement for all of the students of SMP 4 Yogyakarta.
To celebrate the Independence Day on August 17th, Our school will hold some English competitions, namely:
1. Debate
2. Story-telling
3. Speech

⇒

Body

Every class should have at least one candidate for each Competition. For more information, you can contact Mr Andy in administration office.
Thank you.

⇒

Closing

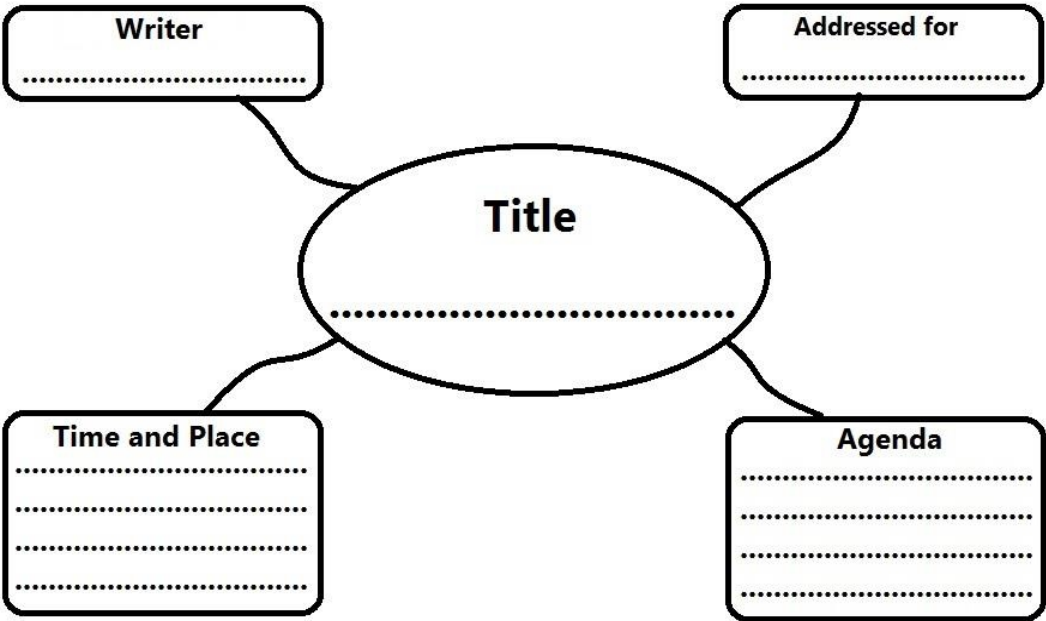
OSIS Chairman,
Donny

⇒

Signature

TASK 3

Read again the announcement above and fill the semantic mapping chart below.



TASK 4

Read again the text or the semantic mapping chart and write T if the statement is TRUE, and F if the statement is FALSE according to the text.

1. The competition is only for the students who are fluent in English.

[]
2. The competitions is on August 17th.

[]
3. The competitions are debate, poetry reading, story-telling, and speech.

[]
4. The students can contact Mrs Andy.

[]
5. The class should have one participant for every competition.

[]

TASK 5

Complete the following announcement with the words in the box.

training	late	club
players	attention	

ANNOUNCEMENT


To: All Football (1) _____ members.

Please come to the regular (2) _____ every Tuesday and Thursday at 03.00-05.00 p.m. We will pick the best (3) _____ to join national competition this year.

Do not come (4) _____.

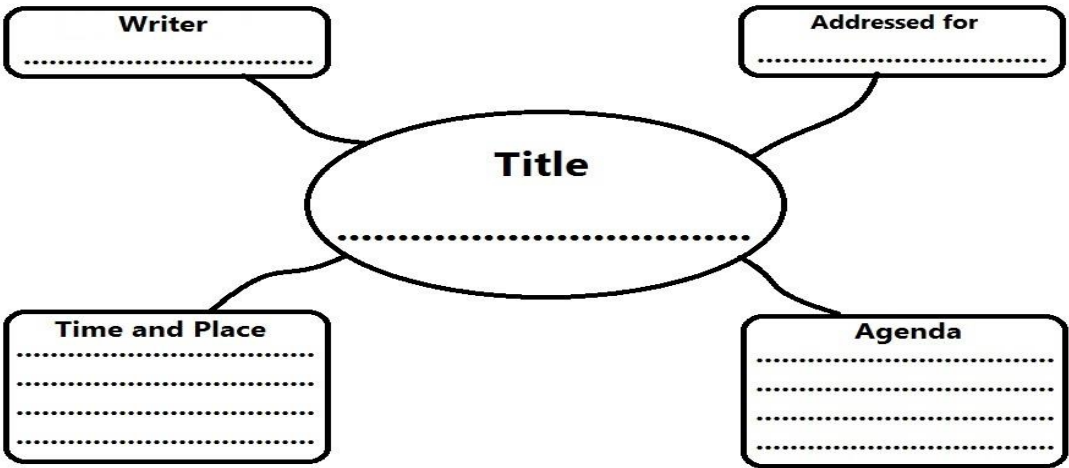
Thank you for your (5) _____.

Football Coach
Mr. Sofyan



TASK 6

Read again the announcement above and fill the semantic mapping chart below.



TASK 7

Find the Indonesian meanings of the words below. You can look up the words in your dictionary. Try to pronounce them. This words will help you to do the next task.

- 1. ceremony /ser.i.mə.ni/ (kb) :
- 2. independence /m.dipen.dənts/ (kb) :
- 3. schedule /sked.jul/ (kb) :
- 4. contact /kɑ:n.tækt/ (kk) :
- 5. attention /ə'ten.ʃən/ (kb) :

TASK 8

Read the invitation and fill in the chart.

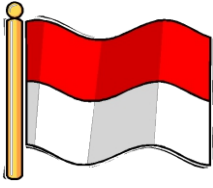
INVITATION

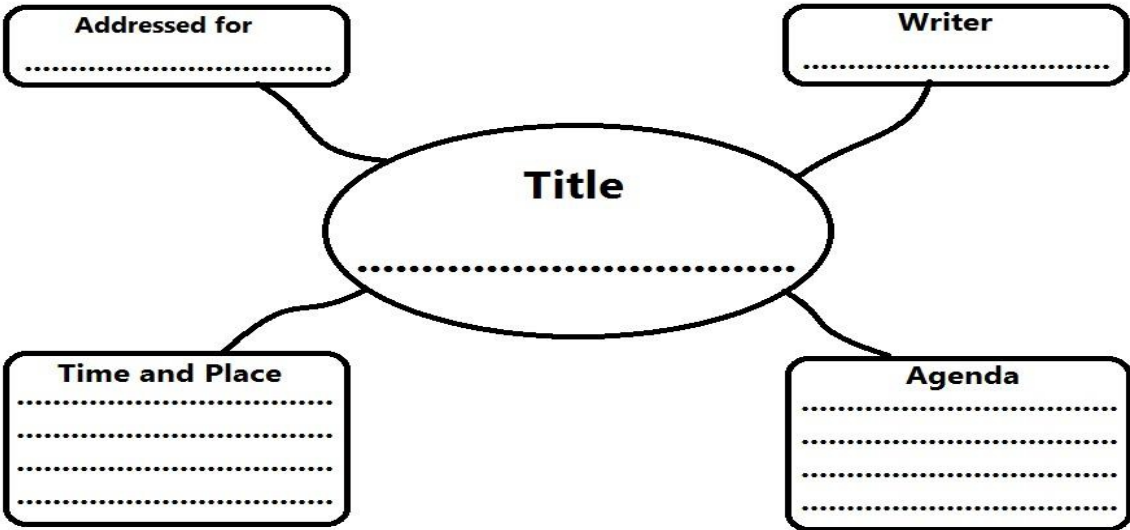
Dear students of SMP N 7 Yogyakarta. We will have a ceremony. The ceremony is to celebrate Independence Day. The schedule is the following.

Day/date : Saturday, August 17th, 2013
Time : 08.00 a.m.
Place : School yard

Contact Mr Bastian for more information.
Thank you for your attention.

Sincerely,
Mr. Bastian





The text in TASK 8 is an invitation. Invitation is a way to invite someone to go to a place or to do something.

An invitation text consists of the following structures:

- 1. heading : the title of the text
- 2. situation : the general information about the event
- 3. body : the schedule of the event
- 4. closing : it usually consists of further information and gratitude expression.
- 5. signature: the writer of the invitation

Example:

INVITATION

➡

Heading

Dear students of SMP N 7 Yogyakarta. We will have a ceremony. The ceremony is to celebrate Independence Day. The schedule is the following:

➡

Situation

Day/date : Saturday, August 17th, 2013
Time : 08.00 a.m.
Place : School yard

➡

Body

Contact Mr Bastian for more information.
Thank you for your attention.

➡

Closing

Sincerely,

Mr. Bastian

➡

Signature

TASK 9


Read TASK 8 again and then answer the question in pairs.

- 1. Who is the invitation for?
- 2. What is the purpose of the invitation?
- 3. When will the ceremony be held?
- 4. Where will the ceremony be held?
- 5. Whom you can contact for more information?

TASK 10

Complete the following invitation with the words in the box.

discuss		date		members
	bring		meeting	



JUNIOR RED CROSS
SMP 1 BANTUL

INVITATION

For the _____ of Junior Red Cross.
There will be a meeting to _____ the national competition. The _____ is on:
Day / _____ : Monday/ September 12th, 2012
Time : 14.00 p.m.
Place : School Hall
Do not forget to _____ your book and pen.

Thank you,

Mr Budhi

SUMMARY

In this unit you learn:

Announcement is a way to inform something to public.
An announcement text consists of the following structures:

1. Heading : the title of the text, for example: ANNOUNCEMENT
2. Body : the content of the announcement
3. Closing : it usually consists of further information and gratitude expression.
4. Signature: the writer of the announcement

Invitation is a way to invite someone to go to a place or to do something.
An invitation text consists of the following structures:

1. heading : the title of the text
2. situation : the general information about the event
3. body : the schedule of the event
4. closing : it usually consists of further information and gratitude expression.
5. signature: the writer of the invitation

APPENDIX C

TEST INSTRUMENT

Pretest

Choose the best answer for each questions.

Read the text and answer questions 1 and 2.

Attention, please.

On Saturday morning, we will hold a working bee. Every student should bring cleaning tools. You can bring a broom, a duster, a cleaning cloth and so on. After the working bee, we will have some snacks and drinks together. Please be informed.

1. What is the announcement about?
 - a. A working bee.
 - b. Cleaning tools.
 - c. Snacks and drinks.
 - d. Classroom activities.
2. Where can you hear such an announcement?
 - a. In a hospital.
 - b. At home.
 - c. At school.
 - d. In a park.

Read the text and answer questions 3 and 4.

For all villagers, there will be a cooking demo in Mrs. Yanuar's house at two o'clock this afternoon. The demo is from the university students who do the *KKN* program in this village. So, for all women and girls, please come and see the demo. Thank you.

3. Which statement is NOT TRUE according to the announcement?
 - a. The demo is held in the speaker's village.
 - b. The demo will be done at three o'clock.
 - c. Some university students will do the demo.
 - d. The demo will be done in Mrs. Yanuar's house.
4. The following people may come to the demo, **except** _____.
 - a. women
 - b. working man
 - c. girls
 - d. housewives

This text is for number 5 and 6

ANNOUNCEMENT

To celebrate the School Anniversary, SMP GPS will hold some English contests:

1. The Spelling Bee Contest (for Class VII)
2. The Writing Fable Contest (For Class VIII)
3. The English Speech Contest (for Class IX)

All the contests will be held on Monday, November 17th 2008.

Each class must send at least three participants for the contests. For more information, contact the committee c.o. Ary Widyawati (the Head of OSIS). The committee only accepts the names of the participants before November 15th, 2008.

The Committee

5. "Each class must send at least three participants...."

What does the underlined phrase mean?

- a. maximum
- b. minimum
- c. more than
- d. less than

6. The purpose of the text is to

- a. inform the students about English contests
- b. send at least three participants
- c. celebrate the school anniversary
- d. contact the committee

This text is for number 7 – 9

ANNOUNCEMENT

SMP Cendekia Negara will celebrate its 10th anniversary on:

Day/ Date : Saturday 25, June 2009
Place : Sport Hall
Time : 10.00 am – 14.00 pm

To enliven the event, we will hold a music show featuring the Indonesian idol Angela and a school bazaar. All the teachers, students and their parents are supposed to attend this celebration. For this reason, there will be no school extracurricular activities during the event at school.

Principal,

Ardono Tahita

7. What is the announcement about?
 - a. The school bazaar.
 - b. The Indonesian Idols.
 - c. The school anniversary.
 - d. The Indonesian Idol music show.
8. The celebration will last ... hours.
 - a. 7
 - b. 5
 - c. 4
 - d. 3
9. The text shows that the school was established ... years ago.
 - a. 7
 - b. 9
 - c. 8
 - d. 10

This text is for number 10 - 12

ANNOUNCEMENT
Friday, 24th May 2009

- “Free cooking class for you” will be held in Room 12 beginning next Saturday. Those who are interested, please contact Mrs. Laura.
- The visit to the museum will be on Saturday, 1st June. The bus leaves the school at 08.30, and those who want to go should not be late. The visit will last the whole day, and we expect to get back at about 4.30 in the afternoon.
- Earth Day is about to come! Don’t forget to celebrate it by joining our Earth Day programmes: seminar on recycling materials (25th July) and replanting plants project (27th July). Think about what you can do to make this planet a cleaner and healthier place. Let’s look for ways to slow, or even reverse the damage we’ve done to this beloved earth.

10. Which of the following statement is **TRUE** based on the text?
 - a. The students who want to visit the museum should come on time.
 - b. The journey to the museum be will be held every Saturday morning.
 - c. All students must join free cooking class held in Room 12 next Saturday
 - d. The school Earth Day celebration is done by cleaning some interesting places.
11. When did the school begin to announce the information above?
 - a. 25th May
 - b. 24th July
 - c. 1st June
 - d. 27th July
12. “... or even reverse the **damage** we’ve done to this beloved earth.” (Last sentence)
The underlined word has the same meaning as
 - a. destruction
 - b. reparation
 - c. injury
 - d. hurt

This text is for number 13 and 14

POSTER COMPETITION
for all junior high school teacher

Friday, May 21, 2010
1328 Scott Hall, 11 a.m. – 1 p.m.

Your poster must be:

- Original
- Colorful

Theme:

- Say No to Drug
- Live in healthy living

Judges:
Mr. Thomas Schmidt
Ms. Sylvia Hanson

13. Who is Mr. Thomas Schmidt?

- a. Junior high school teacher.
- b. The participant of poster competition.
- c. The only judges of the poster competition.
- d. One of the judges of the poster competition.

14. What can we conclude from the text?

- a. The announcement is made by Mr. Thomas.
- b. The announcement is targeted for secondary student
- c. The competition is only for junior high school teacher.
- d. There are more than two judges for the poster competition.

This text is for number 15 – 16**ANNOUNCEMENT**

To all the teachers and staff of SMP Nusantara, a one-day meeting will be held this week.

Day : Tuesday, February 9th, 2010

at 10.00 a.m. to 3.00 p.m.

Place : Room 109

Topic : National Examination preparation

Due to importance of the meeting, please be punctual. Give your suggestions to make our students successful in the examination.

The Headmaster

Mr. Adnan Nasution

15. What is the meeting for?

- a. To give solution to the students' examination problems
- b. To talk about the preparation for the national exam
- c. To discuss about the national examination items
- d. To ask teachers to face the national examination

16. From the text above we can conclude that...

- a. the meeting is done before the national exam
- b. the national examination has already been done
- c. all students are successful in the national examination
- d. the teacher must be pleased with the result of the national examination

This text is for number 18 – 20**SMP BHAKTI UTAMA****Announcement**

There will be an English Conversation Club (ECC) Anniversary Story Telling Contest. The winner will grab a total **Rp. 1.250.000,00** in cash, courtesy of Bank Bangsa. The top three winners will also get an Electronic Dictionary each.

Check out further information about this to:

- Dendin Class VIIIB
- Nita Class IXA

18. What will the first winner get?
- Money from ECC
 - Money from Bank Bangsa
 - Money and electronic dictionary
 - Money from SMP Bhakti Utama
19. Where should the students go if they want to register for the competition?
- They should be the members of ECC
 - They should go to Bank Bangsa
 - They should meet Dendin or Nita
 - They should meet the principal
20. Who provides the cash?
- Conversation Club (ECC)
 - SMP Bakti Utama
 - Dendin and Nita
 - Bank Bangsa

This text is for number 21 – 23

**Students Organization of
SMP Putra Bangsa**

To: All OSIS members and class captains

Dear all,

We will hold a meeting on:

Date : 15th January 2011

Time : After school (1 p.m.)

Place : OSIS room

The agenda of this meeting is reorganizing the OSIS members.

The attendance will be highly appreciated.

Please be on time.

OSIS Chairperson
Darian

OSIS Secretary
Mona

21. The text invites ... to attend the OSIS meeting.
- OSIS members
 - All class captains
 - OSIS members and all class captains
 - All students and teachers of SMP Putra Bangsa

22. When will the meeting take place?
- In the OSIS room
 - On 5th January 2011
 - At 2 p.m. after school
 - At 1 p.m. after school
23. "Your attendance will be highly appreciated."
- The underlined word means...
- participation
 - consequence
 - presence
 - service

This text is for number 24 – 25

Attention

The English story-telling contest will begin on Thursday, March 5th. The preliminary event will last for three days from 2 p.m. – 4 p.m. The final event will be held on Saturday, March 14th. For more information, contact Bastian (VII A).

24. How many days will the school story telling contest be held?
- 3 days
 - 4 days
 - 5 days
 - 6 days
25. What's the purpose of the text?
- To inform the participants about the English Story Telling Contest.
 - To announce the requirements to join the contest.
 - To tell about the contact person of the contest.
 - To describe the prize of the contest.

The following text is for questions number 26 to 30.

Pineapple Stew

Ingredients:

- 1 pineapple cut into dices
- 3 glasses of water
- 1 glass of granulated sugar

Directions:

1. Boil water until boiled.
2. Then add sugar, cinnamon, and cloves.
3. Bring it to boil and add the pineapples.
4. Wait until you can smell the pineapple.
5. Remove from heat and serve cold.

26. The recipe tells you how to make
- a. pineapple stew
 - b. granulated sugar
 - c. ingredients
 - d. dice
27. What ingredients are needed to make pineapple stew?
- a. Pineapples, water, sugar
 - b. Pineapples, dice, water
 - c. Glass, water, sugar
 - d. Dice, glass, sugar
28. How much sugar do we need?
- a. 1 glass
 - b. 1 big cup
 - c. 3 glasses
 - d. 3 spoons
29. When do we have to stop boiling the pineapple?
- a. After sugar, cinnamon, and cloves are added.
 - b. After we remove the stew from heat.
 - c. When we smell the pineapple.
 - d. When the water is boiled.
30. How should you serve the pineapple stew?
- a. It is served cold.
 - b. It is served hot.
 - c. It is served raw.
 - d. It is served uncooked.

The following text is for questions number 31 to 32.

Homemade Candy

Ingredients:

- 1 cup water
- 1 cup granulated sugar
- 1 cup light corn syrup
- 1/2 tsp. peppermint oil or other flavor

Directions:

1. Sprinkle a thick coat of powdered sugar on a cookie sheet.
2. Combine the granulated sugar, light corn syrup and water in a heavy saucepan.
3. Cook over medium-high heat until the hard-crack stage. (When the candy caramel cracks, then dip into cold water).
4. Remove from heat.
5. Add the peppermint oil or other flavor. Stir well.
6. Pour onto the cookie sheet.
7. Sprinkle with more powdered sugar.
8. Cut with a knife as soon as cool enough to handle.

31. What do you learn from the recipe?

- a. How to sprinkle sugar on a cookie sheet
- b. How to make candies at home.
- c. How to stir the mixture well.
- d. How to cut candies.

32. What ingredients do you need to make it?

- a. water, granulated sugar, raw corn flakes, peppermint leaves
- b. water, granulated sugar, light corn syrup, peppermint oil
- c. cookie sheet, caramel, powdered sugar
- d. a knife, cookie sheet, saucepan

This text is for number 33 – 35

HOW TO BOIL AN EGG

Things you need:

- 1 egg
- 1 small saucepan
- 0,5 litre of water

What to do:

1. Fill the saucepan with half a litre of water
2. Bring water to boil
3. Put egg in water with spoon
4. Boil for 4 minutes
5. Turn off the stove
6. Drain saucepan.
7. Serve egg in an egg cup

Serving suggestion: Warm buttered toast, cut into slices and dip into the egg. Make a tasty treat

33. Which of the following is in the correct order?
- a. Boil for 4 minutes, place egg in saucepan, bring water to boil, and drain saucepan.
 - b. Bring water to boil, place egg in saucepan, drain saucepan, and boil for 4 minutes.
 - c. Bring water to boil, place egg in saucepan, boil for 4 minutes, and drain saucepan.
 - d. Bring water to boil, place egg in water, boil for 4 minutes, and drain the sauce pan.
34. To avoid the egg being broken, what should you do?
- a. Put the egg in water with a spoon.
 - b. Put the egg in a drained sauce pan.
 - c. Drop the egg in water as fast as possible.
 - d. Drop the egg in water as fast as possible.
35. "...makes a tasty treat." The synonym of the underlined word is...
- a. Decorated
 - b. Delicious.
 - c. Hot
 - d. Salty

This text is for number 36 – 39

PRINCESS RICE COOKER

1. Measure out required quantity of rice using measuring cup provided. Wash rice in pan, then put rice in the cooking pot and add water up to the level as recommended by the marking. However, the quantity of water used will depend on the age and strain of the rice, as well as personal taste.
* *Do not exceed the maximum water level mark*
2. Set the cooking pot inside the rice cooker, making certain that the base is dry. Ensure that cooking pot is in direct contact with the heating element by rotating it slightly until it seats properly. The rice cooker malfunctions if the cooking pot is incorrectly positioned. **Always keep the exterior bottom of the cooking pot and heating plate clean and dry.*
3. When ready to cook, plug the power supply cord into an AC wall outlet. Press COOK. Once rice is cooked, a built-in heat censer will automatically switch the COOK mode to WARM mode. Allow rice to rest for about 15 minutes before serving.

36. Press the cook button...

- a. to heat the rice
- b. to start cooking the rice
- c. to warm the cooked rice
- d. to switch the cook mode to warm mode

37. Describe briefly how to cook rice using the “Princess Rice Cooker”.

- a. Plug to power cord into the rice cooker, then push the cooking switch.
- b. Measure the quantity of rice and set the cooking pot inside the rice cooker
- c. Plug the power cord, press cook and switch the cook mode for about 15 minutes.
- d. Wash rice, put in the cooking pot with some water, plug the power cord, and press cook.

38. How long should we allow rice to rest before serving?

- a. 15 minutes
- b. 20 minutes
- c. 25 minutes
- d. 30 minutes

39. 'The rice cooker **malfunctions** if the cooking pot is incorrectly positioned.

The italic word means...

- a. automatically switches off the cook mode
- b. cannot warm the cooked rice
- c. fails to work properly
- d. runs well

This text is for number 40 – 42

MEGATRON MICROWAVE

The Megatron microwave oven brings the latest cooking technology into your kitchen. This microwave oven uses state of the art magnetic technology to heat your food electronically. It safe, clean, and most of all, very efficient. Just follow the steps bellow:

1. Plug in the microwave. No need to press an ON button, the microwave is always ready to use! It is in a standby mode to save power.
2. Put your food in Mega microwave bowl. Made from durable non-stick plastic. Multi-purpose and easy to clean. Come free with your purchase of Megatron microwave oven.
3. Put the bowl into the microwave, close the oven door
4. Press the Auto Cook Button. Choose from the option: Meat, Vegetable, Rice, Cake and Microwave Meal.
5. Press the START button. The microwave oven will cook the food in a matter of minutes. It will stop automatically when the food is done.
6. When the microwave stop, press the OPEN button and take the bowl out of the oven. Your meal is ready to serve.

40. What must we do first if we want to operate the new *Megatron* microwave oven?

- a. Put the food in the microwave oven.
- b. Plug in the microwave oven.
- c. Press the on button.
- d. Use a standby mode.

41. What is the text about?

- a. How to purchase the *Megatron* oven in the shop
- b. How to stop and press the mega microwave bowl
- c. How to clean a multi-purpose microwave
- d. How to use a microwave

42. The text shows that the product can cook the food ...

- a. efficiently
- b. insecurely
- c. fairly slowly
- d. rather quickly

This text is for number 43 – 47

- Make sure the switch is off.
- Place ingredients into the blender container.
Add some water if needed.
- Put the lid on.
- Place the container on the motor housing.
- Plug in the cable.
- Select one of two speed buttons as required.
Use PULSE switch for precision blending.
- Then add ingredients or seasonings, remove
the small lid for adding things in the middle of
the blender lid.
- After grinding, press the switch off.
- Unplug the cable.

43. What does the text about?

- a. How to use a blender.
- b. How to operate a mixer.
- c. How to grind the ingredients.
- d. How to make use a refrigerator.

44. The purpose of the text is ...

- a. To give instruction.
- b. To describe something.
- c. To describe the usage of a tool.
- d. To inform the reader about a product.

45. How many speed buttons are there?

- a. Two
- b. Three
- c. Four
- d. None

46. Do you always have to add water?

- a. Of course.
- b. Certainly.
- c. Yes.
- d. No.

47. Use PULSE switch for precision blending.

The word which is not the synonym of the underlined word, **EXCEPT**....

- a. fine
- b. well

- c. excellent
- d. chunked

This text is for number 48 – 50

Tools:

- a tape recorder
- a cassette

Direction:

- Plug in the tape recorder or check the batteries
- Push the eject button to open the recorder
- Insert the cassette, close the cover
- Push the fast forward button to advance the tape then stop
- Press the play and record button
- Record your voice.

48. Which one is the best goal for the text above?
- a. How to insert the cassette into the tape recorder.
 - b. How to record your voice in the tape recorder.
 - c. How to operate the cassette.
 - d. How to play cassette.

49. What must you do before you insert the cassette?
- a. Push the eject button to open recorder.
 - b. Plug in the cable or check the batteries.
 - c. Push the recorder button to record.
 - d. Push the fast forward button.

50. "**Insert** the cassette and close the cover." The underlined word has the same meaning with ...
- a. keep
 - b. put on
 - c. save
 - d. enter

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 Item and Test Analysis Program -- ITEMAN (tm) Version 3.00
 Item analysis for data from file jawab.txt Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
1	0-1	0.867	0.012	0.008	a	0.867	0.012	0.008	*
					b	0.000	-9.000	-9.000	
					c	0.000	-9.000	-9.000	
					d	0.133	-0.012	-0.008	
					Other	0.000	-9.000	-9.000	
2	0-2	0.800	0.770	0.539	a	0.067	-0.308	-0.159	
					b	0.133	-0.817	-0.517	
					c	0.800	0.770	0.539	*
					d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
3	0-3	0.400	0.154	0.122	a	0.333	0.326	0.252	?
					b	0.400	0.154	0.122	*
		CHECK THE KEY			c	0.267	-0.543	-0.403	
		b was specified, a works better			d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
4	0-4	0.133	0.212	0.134	a	0.400	-0.917	-0.723	
					b	0.133	0.212	0.134	*
		CHECK THE KEY			c	0.267	0.512	0.380	?
		b was specified, c works better			d	0.200	0.502	0.351	
					Other	0.000	-9.000	-9.000	
5	0-5	0.133	0.346	0.219	a	0.867	-0.346	-0.219	
					b	0.133	0.346	0.219	*
					c	0.000	-9.000	-9.000	
					d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
6	0-6	0.933	-0.139	-0.072	a	0.933	-0.139	-0.072	*
					b	0.000	-9.000	-9.000	
		CHECK THE KEY			c	0.067	0.139	0.072	?
		a was specified, c works better			d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
7	0-7	0.667	0.600	0.463	a	0.200	-0.770	-0.539	
					b	0.067	-0.308	-0.159	
					c	0.667	0.600	0.463	*
					d	0.067	0.288	0.149	
					Other	0.000	-9.000	-9.000	

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 Item and Test Analysis Program -- ITEMAN (tm) Version 3.00
 Item analysis for data from file jawab.txt Page 2

Item Statistics					Alternative Statistics				
Seq. No.	Scale -Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
8	0-8	0.733	0.514	0.382	a	0.067	-0.308	-0.159	
					b	0.133	-0.995	-0.630	
					c	0.733	0.514	0.382	*
					d	0.067	0.660	0.342	
					Other	0.000	-9.000	-9.000	
9	0-9	0.800	0.633	0.443	a	0.133	-0.995	-0.630	
					b	0.000	-9.000	-9.000	
					c	0.067	0.288	0.149	
					d	0.800	0.633	0.443	*
					Other	0.000	-9.000	-9.000	
10	0-10	0.000	-9.000	-9.000	a	0.000	-9.000	-9.000	*
					b	0.000	-9.000	-9.000	
	CHECK THE KEY				c	0.467	-0.119	-0.095	
	a was specified, d works better				d	0.533	0.119	0.095	?
					Other	0.000	-9.000	-9.000	
11	0-11	0.600	0.194	0.153	a	0.133	-0.012	-0.008	
					b	0.600	0.194	0.153	*
	CHECK THE KEY				c	0.067	0.437	0.226	?
	b was specified, c works better				d	0.200	-0.461	-0.322	
					Other	0.000	-9.000	-9.000	
12	0-12	0.600	-0.628	-0.495	a	0.600	-0.628	-0.495	*
					b	0.267	0.453	0.337	?
	CHECK THE KEY				c	0.067	0.288	0.149	
	a was specified, b works better				d	0.067	0.437	0.226	
					Other	0.000	-9.000	-9.000	
13	0-13	0.667	0.600	0.463	a	0.200	-0.908	-0.635	
					b	0.000	-9.000	-9.000	
					c	0.133	0.167	0.106	
					d	0.667	0.600	0.463	*
					Other	0.000	-9.000	-9.000	
14	0-14	0.600	0.319	0.251	a	0.267	-0.367	-0.273	
					b	0.000	-9.000	-9.000	
					c	0.600	0.319	0.251	*
					d	0.133	-0.012	-0.008	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.400	0.528	0.416	a	0.133	0.346	0.219	
					b	0.400	0.528	0.416	*
					c	0.200	-0.323	-0.226	
					d	0.267	-0.572	-0.425	
					Other	0.000	-9.000	-9.000	
16	0-16	0.400	0.877	0.692	a	0.400	0.877	0.692	*
					b	0.133	-0.817	-0.517	
					c	0.133	-0.995	-0.630	
					d	0.333	0.141	0.109	
					Other	0.000	-9.000	-9.000	
17	0-17	0.267	0.424	0.315	a	0.000	-9.000	-9.000	
					b	0.267	0.424	0.315	*
					c	0.467	-0.289	-0.230	
					d	0.267	-0.074	-0.055	
					Other	0.000	-9.000	-9.000	
18	0-18	0.200	0.502	0.351	a	0.333	-0.388	-0.299	
					b	0.200	0.399	0.279	
					c	0.200	0.502	0.351	*
					d	0.267	-0.338	-0.251	
					Other	0.000	-9.000	-9.000	
19	0-19	0.067	0.288	0.149	a	0.000	-9.000	-9.000	
					b	0.533	0.821	0.655	?
		CHECK THE KEY			c	0.067	0.288	0.149	*
		c was specified, b works better			d	0.400	-0.942	-0.743	
					Other	0.000	-9.000	-9.000	
20	0-20	0.800	0.770	0.539	a	0.133	-0.995	-0.630	
					b	0.000	-9.000	-9.000	
					c	0.067	-0.010	-0.005	
					d	0.800	0.770	0.539	*
					Other	0.000	-9.000	-9.000	
21	0-21	0.667	0.097	0.075	a	0.200	0.502	0.351	?
					b	0.000	-9.000	-9.000	
		CHECK THE KEY			c	0.667	0.097	0.075	*
		c was specified, a works better			d	0.133	-0.817	-0.517	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.800	0.633	0.443	a	0.000	-9.000	-9.000	
					b	0.067	-0.010	-0.005	
					c	0.133	-0.817	-0.517	
					d	0.800	0.633	0.443	*
					Other	0.000	-9.000	-9.000	
23	0-23	0.800	0.633	0.443	a	0.800	0.633	0.443	*
					b	0.000	-9.000	-9.000	
					c	0.067	-0.010	-0.005	
					d	0.133	-0.817	-0.517	
					Other	0.000	-9.000	-9.000	
24	0-24	0.133	0.703	0.445	a	0.333	-0.362	-0.279	
					b	0.133	0.703	0.445	*
					c	0.000	-9.000	-9.000	
					d	0.533	-0.050	-0.040	
					Other	0.000	-9.000	-9.000	
25	0-25	0.733	1.000	0.882	a	0.733	1.000	0.882	*
					b	0.133	-0.995	-0.630	
					c	0.000	-9.000	-9.000	
					d	0.133	-0.817	-0.517	
					Other	0.000	-9.000	-9.000	
26	0-26	0.267	-0.162	-0.120	a	0.267	-0.162	-0.120	*
					b	0.200	-0.014	-0.010	
		CHECK THE KEY			c	0.067	0.437	0.226	?
		a was specified, c works better			d	0.467	0.002	0.001	
					Other	0.000	-9.000	-9.000	
27	0-27	0.200	-0.564	-0.395	a	0.200	-0.564	-0.395	*
					b	0.200	-0.495	-0.346	
		CHECK THE KEY			c	0.400	0.727	0.574	?
		a was specified, c works better			d	0.200	0.055	0.038	
					Other	0.000	-9.000	-9.000	
28	0-28	0.467	0.679	0.541	a	0.267	-0.455	-0.338	
					b	0.467	0.679	0.541	*
					c	0.200	-0.564	-0.395	
					d	0.067	0.288	0.149	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
29	0-29	0.333	0.326	0.252	a	0.067	0.065	0.033	*
					b	0.400	0.179	0.141	
					c	0.333	0.326	0.252	
					d	0.200	-0.701	-0.491	
					Other	0.000	-9.000	-9.000	
30	0-30	0.400	0.553	0.436	a	0.267	0.512	0.380	*
					b	0.400	0.553	0.436	
					c	0.200	-0.598	-0.419	
					d	0.133	-0.995	-0.630	
					Other	0.000	-9.000	-9.000	
31	0-31	0.200	0.571	0.399	a	0.267	-0.426	-0.316	*
					b	0.200	-0.736	-0.515	
					c	0.200	0.571	0.399	
					d	0.333	0.512	0.395	
					Other	0.000	-9.000	-9.000	
32	0-32	0.533	0.894	0.712	a	0.200	0.124	0.087	*
					b	0.533	0.894	0.712	
					c	0.133	-0.817	-0.517	
					d	0.133	-0.995	-0.630	
					Other	0.000	-9.000	-9.000	
33	0-33	0.600	0.319	0.251	a	0.333	-0.362	-0.279	*
					b	0.067	0.065	0.033	
					c	0.000	-9.000	-9.000	
					d	0.600	0.319	0.251	
					Other	0.000	-9.000	-9.000	
34	0-34	0.733	0.543	0.403	a	0.733	0.543	0.403	*
					b	0.000	-9.000	-9.000	
					c	0.000	-9.000	-9.000	
					d	0.267	-0.543	-0.403	
					Other	0.000	-9.000	-9.000	
35	0-35	0.733	0.396	0.295	a	0.133	-0.817	-0.517	*
					b	0.733	0.396	0.295	
					c	0.067	0.065	0.033	
					d	0.067	0.288	0.149	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
36	0-36	0.667	1.000	0.810	a	0.000	-9.000	-9.000	
					b	0.667	1.000	0.810	*
					c	0.200	-0.736	-0.515	
					d	0.133	-0.817	-0.517	
					Other	0.000	-9.000	-9.000	
37	0-37	0.467	0.074	0.059	a	0.133	-0.012	-0.008	
					b	0.267	-0.396	-0.295	
					c	0.133	0.480	0.304	?
					d	0.467	0.074	0.059	*
					Other	0.000	-9.000	-9.000	
38	0-38	0.667	1.000	0.810	a	0.667	1.000	0.810	*
					b	0.267	-1.000	-0.882	
					c	0.000	-9.000	-9.000	
					d	0.067	0.065	0.033	
					Other	0.000	-9.000	-9.000	
39	0-39	0.533	0.652	0.520	a	0.200	-0.495	-0.346	
					b	0.200	-0.736	-0.515	
					c	0.533	0.652	0.520	*
					d	0.067	0.660	0.342	
					Other	0.000	-9.000	-9.000	
40	0-40	0.467	0.534	0.426	a	0.200	-0.770	-0.539	
					b	0.467	0.534	0.426	*
					c	0.333	0.009	0.007	
					d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
41	0-41	0.267	0.453	0.337	a	0.200	0.468	0.327	
					b	0.200	-0.633	-0.443	
					c	0.333	-0.282	-0.218	
					d	0.267	0.453	0.337	*
					Other	0.000	-9.000	-9.000	
42	0-42	0.600	0.369	0.291	a	0.600	0.369	0.291	*
					b	0.133	-0.995	-0.630	
					c	0.067	0.288	0.149	
					d	0.200	0.124	0.087	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
43	0-43	0.400	0.179	0.141	a	0.400	0.179	0.141	*
					b	0.600	-0.179	-0.141	
					c	0.000	-9.000	-9.000	
					d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
44	0-44	0.867	0.817	0.517	a	0.867	0.817	0.517	*
					b	0.133	-0.817	-0.517	
					c	0.000	-9.000	-9.000	
					d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
45	0-45	0.267	-0.250	-0.186	a	0.267	-0.250	-0.186	*
					b	0.267	-0.367	-0.273	
		CHECK THE KEY			c	0.200	0.124	0.087	
		a was specified, d works better			d	0.267	0.512	0.380	?
					Other	0.000	-9.000	-9.000	
46	0-46	0.867	-0.301	-0.191	a	0.067	0.437	0.226	?
					b	0.000	-9.000	-9.000	
		CHECK THE KEY			c	0.867	-0.301	-0.191	*
		c was specified, a works better			d	0.067	0.065	0.033	
					Other	0.000	-9.000	-9.000	
47	0-47	0.467	0.922	0.734	a	0.000	-9.000	-9.000	
					b	0.133	-0.146	-0.092	
					c	0.400	-0.867	-0.684	
					d	0.467	0.922	0.734	*
					Other	0.000	-9.000	-9.000	
48	0-48	0.600	0.120	0.094	a	0.067	-0.010	-0.005	
					b	0.600	0.120	0.094	*
		CHECK THE KEY			c	0.133	0.569	0.361	?
		b was specified, c works better			d	0.200	-0.598	-0.419	
					Other	0.000	-9.000	-9.000	
49	0-49	0.800	0.598	0.419	a	0.800	0.598	0.419	*
					b	0.000	-9.000	-9.000	
					c	0.200	-0.598	-0.419	
					d	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
50	0-50	0.533	0.579	0.462	a	0.200	-0.564	-0.395	
					b	0.000	-9.000	-9.000	
					c	0.267	-0.221	-0.164	
					d	0.533	0.579	0.462	*
					Other	0.000	-9.000	-9.000	

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There were 15 examinees in the data file.

Scale Statistics

Scale:	0

N of Items	50
N of Examinees	15
Mean	26.133
Variance	47.982
Std. Dev.	6.927
Skew	-0.452
Kurtosis	-1.222
Minimum	15.000
Maximum	35.000
Median	28.000
Alpha	0.818
SEM	2.959
Mean P	0.523
Mean Item-Tot.	0.314
Mean Biserial	0.415

Choose the best answer for each question.

Text 1

The following text is for questions number 1 to 5.

Pineapple Stew

Ingredients:

- 1 pineapple cut into dices
- 3 glasses of water
- 1 glass of granulated sugar

Directions:

1. Boil water until boiled.
2. Then add sugar, cinnamon, and clovers.
3. Bring it to boil and add the pineapples.
4. Wait until you can smell the pineapple.
5. Remove from heat and serve cold.

1. The recipe tells you how to make
 - A. ingredients
 - B. dice
 - C. granulated sugar
 - D. pineapple stew
2. What ingredients are needed to make pineapple stew?
 - A. Dice, glass, sugar
 - B. Pineapples, water, sugar
 - C. Glass, water, sugar
 - D. Pineapples, dice, water
3. How much sugar do we need?
 - A. 1 glass
 - B. 3 glasses
 - C. 1 cup
 - D. 3 spoons
4. When do we have to stop boiling the pineapple?
 - A. When the water is boiled
 - B. After sugar, cinnamon, and clovers are added
 - C. When we smell the pineapple
 - D. After we remove the stew from heat

5. How should you serve the pineapple stew?

- A. It is served cold
- B. It is served hot
- C. It is served raw
- D. It is served uncooked

Text 2

The following text is for questions number 6 and 7.

SEKOTENG

Ingredients:

1. 1 large ginger
2. granulated sugar as desired
3. ½ piece of palm sugar
4. 100 g peanuts, fried and get rid of its inner skin.
5. 100 g green beans, boiled
6. 3 slices of bread, slice into dices
7. 100 g pomegranate seeds, boil until soft

Instructions:

Ginger water:

1. Peel and slice the ginger.
2. Boil it in a liter of water.
3. Add some granulated sugar and ½ piece of palm sugar.
4. Strain once it's boiled.

Serving:

1. Pour some boiled ginger water into a small bowl.
2. Add 1 tsp. of pomegranate seed, green bean and peanut.
3. Add some bread on top.

6. The generic structure of the text contains
 - A. To inform how easy to make sekoteng.
 - B. To inform how to make sekoteng.
 - C. To inform what sekoteng is.
 - D. To inform how to boil water.

7. To make sekoteng, we need...

- A. ginger, granulated sugar, palm sugar, peanut skin, green bean, bread, pomegranate seeds
- B. ginger, granulated sugar, palm, peanut, green bean, dices, pomegranate seeds
- C. ginger, sugar, peanut, green bean, bread, pomegranate seeds
- D. ginger, granulated sugar, palm sugar, inner skin of peanut, green bean, bread

Text 3

The following text is for questions number 8 to 11.

VANILLA DROPS COOKIES

(Makes 4 dozen)

Ingredients:

- 1 ½ cups flour
- ¼ teaspoons baking powder
- ¼ teaspoons vanilla extract
- 2 eggs
- 1 cup sugar

Directions:

1. Combine flour and baking powder, set aside.
2. Beat eggs, sugar, and vanilla extract in a mixing bowl until light-colored.
3. Stir in the flour and baking powder mixture.
4. Drop the batter by teaspoonful about 2 inches apart onto a greased and floured baking sheet. Set aside in a room temperature for 6 hours.
5. Bake at 35°F for 6 minutes.
6. Remove from baking sheet to a wire rack to cool.

8. The text gives us ... how to prepare vanilla drop cookies.

- A. instructions
- B. descriptions
- C. stories
- D. opinions

9. What ingredients do you need to make vanilla drops cookies?

- A. flour, baking powder, vanilla extract, eggs, and sugar
- B. flour, baking powder, vanilla ice cream, eggs, and sugar
- C. flour, baking powder, vanilla ice cream, eggs, and salt
- D. flour, mixing bowl, vanilla extract, eggs, and sugar

10. How long does it take to bake the cookies?

- A. 2 minutes
- B. 6 minutes
- C. 35 minutes
- D. 60 minutes

11. How many cookies will you get with the above recipe?

- A. 4
- B. 12
- C. 16
- D. 48

Text 4

The following text is for questions number 12 to 15.

Homemade Candy

Ingredients:

- 1 cup water
- 1 cup granulated sugar
- 1 cup light corn syrup
- 1/2 tsp. peppermint oil or other flavor

Directions:

1. Sprinkle a thick coat of powdered sugar on a cookie sheet.
2. Combine the granulated sugar, light corn syrup and water in a heavy saucepan.
3. Cook over medium-high heat until the hard-crack stage. (When the candy caramel cracks, then dip into cold water).
4. Remove from heat.
5. Add the peppermint oil or other flavor. Stir well.
6. Pour onto the cookie sheet.
7. Sprinkle with more powdered sugar.
8. Cut with a knife as soon as cool enough to handle.

12. What do you learn from the recipe?
- How to make candies
 - How to sprinkle sugar on a cookie sheet
 - How to stir well
 - How to cut candies with a knife
13. What ingredients do you need to make it?
- water, granulated sugar, light corn syrup, peppermint oil
 - water, sugar, corn, peppermint
 - cookie sheet, caramel, powdered sugar
 - a knife, cookie sheet, saucepan
14. How many steps are there to make candy?
- 4
 - 5
 - 8
 - 10
15. When can we cut the candy?
- Before sprinkle with more powdered sugar
 - After we pour the mixture to the cookie sheet
 - As soon as the candies cool enough to handle
 - As soon as we remove the caramel from heat

Text 5

The following text is for questions number 16 to 18.

KUNYIT ASAM

Description:

This traditional beverage has the function of reducing body odor, refreshing, smoothing, and slimming our body.

Ingredients:

1 kg turmeric
1 kg palm sugar
250 g black tamarind
salt as much as needed
3 l of water

Instructions:

Peel turmeric and wash it. Then, slice it. Use a grinder or blender to grind the sliced turmeric. Pour the ground turmeric into a deep pan and add the rest of the ingredients. Bring it to boil. Stir it occasionally. Once it is boiled strain the mixture. Let it cool off and serve it with some ice cubes.

16. This recipe tells us how to make “kunyit asam”. It is a kind of
- cookie
 - drink
 - soup
 - biscuit
17. We have to ... the turmeric before we wash it.
- peel
 - cut
 - grind
 - boil
18. Once it is boiled, strain the mixture.
The underlined word most nearly means
- pour the mixture with a sieve to separate the solid part from the liquid part
 - move substance around, using a spoon in order to mix it thoroughly
 - combine two or more substances, in a way that they cannot easily be separated
 - cut something easily with a sharp blade

Text 6

The following text is for questions number 19 to 20.

MIXED ICE (ES CAMPUR)

(1 serving)

Ingredients:

½ of avocado

3 tbs. of condensed milk

1 medium glass of coconut water

some coconut shavings

some ice cubes

How to make it:

1. Cut the avocado into small pieces.
2. Put ice cubes into the glass.
3. Fill ½ of the glass with some coconut water and coconut shavings.
4. Add the sliced avocado.
5. Add the condensed milk on the top of avocado.
6. MIXED ICE is ready to be served.
7. Combine flour and baking powder.

19. The text tells you

- A. about avocado
- B. how to mix ice
- C. how to make Mixed Ice
- D. how to eat Mixed Ice

20. How much coconut water and coconut shavings do you need?

- | | |
|-----------------|-----------------|
| A. 1 glass | C. 1 can. |
| B. ½ medium can | D. ¼ big glass. |

Text 7

The following text is for questions number 20 to 23.

Curried Rice

Ingredients:

- 1 cup uncooked rice
- 2 tbsp. butter
- 1 tsp curry powder
- ½ cup raisins
- ½ chopped onion
- 2 cups water

How to make it:

- Find a large saucepan or frying pan which has a lid, place on a medium heat, add butter, and then add chopped onion. Cook the onion for a couple of minutes until it starts to brown slightly.
- Add curry powder stir with onions for a minute.
- Add raisins, rice and water.
- Put on lid and simmer until water is absorbed (about 15 minutes).

21. The following is NOT the ingredient to make curried rice. It is _____.

- A. 2 cups water
- B. 1 teaspoon curry powder
- C. 1 cup uncooked rice
- D. 2 teaspoons sugar

22. We need around _____ minutes to cook the curried rice.

- A. 10
- B. 15
- C. 20
- D. 25

23. When should we add curry powder?

- A. After we add butter.
- B. After we cook the onion.
- C. After we add the raisins.
- D. Before we add the raisins.

Text 8

The following text is for questions number 24 to 28.

How to Make Cheese Omelets

Ingredients:

1 egg, 50 g of cheese, 1 cup of milk, 3 tbsp. of cooking oil, a pinch of salt and pepper.

Utensils you need:

Frying pan, fork, spatula, cheese grater, bowl, plate.

How to make it:

1. Crack an egg into a bowl.
2. Whisk the egg with a fork until it is smooth.
3. Add milk and whisk well.
4. Grate the cheese into the bowl and stir.
5. Heat the oil in a frying pan.
6. Pour the mixture into the frying pan.
7. Turn the omelette with a spatula when it browns.
8. Cook both sides.
9. Place on a plate, spread salt and pepper.
10. 10. Eat while warm.

24. What is the purpose of the text?

- A. To describe something.
- B. To tell us how to make something.
- C. To entertain the readers.
- D. To tell past experience.

25. Below are the ingredients you need to make cheese omelet, except _____.

- A. cheese
- B. spatula
- C. pepper
- D. cooking oil

26. When should you add milk?

- A. After we crack an egg into a bowl.
- B. After we whisk the egg.
- C. After we add the cheese.
- D. After we heat the oil in the frying pan.

27. "Pour **the mixture** into the frying pan" (Step 6)

What does the bold-typed word refer to?

- A. Egg, milk, salt.
- B. Pepper, milk, cheese.
- C. Egg, oil, cheese.
- D. Egg, milk, cheese.

28 When should you spread the salt?

- A. Before we whisk the egg.
- B. After the egg and cheese are mixed.
- C. After the omelet is cooked.
- D. Before the omelet browns.

Text 9

The following text is for questions number 28 to 31.

Avocado Juice

Things you will need:

- a blender

Ingredients:

- 1 avocado (ripe)
- 500 ml cold milk
- 250 ml cold water
- 150 grams sugar
- 3–5 drops vanilla essence

Steps:

1. Peel the avocado and remove seed.
2. Put the pulp of the avocado along with the sugar in a blender, and blend well.
3. Add the milk, water and vanilla essence, and blend for 1 minute.
4. 4. Garnish and serve.

29. Where do you put the pulp of the avocado?

- A. In a glass.
- B. In a blender.
- C. In a bowl.
- D. In a microwave.

30. "Add the milk, water and vanilla **essence**, and blend for 1 minute." (Step 3)

The bold-typed word has a similar meaning to _____.

- A. solution
- B. granule
- C. mixture
- D. substance

31. What is the purpose of the text?
- To describe avocados.
 - To describe avocado juice.
 - To inform the function of a blender.
 - To tell the steps of making avocado juice.
32. The following are the ingredients that you need to make avocado juice, except _____.
- an unripe avocado
 - cold milk
 - cold water
 - vanilla essence

Text 10.

The following text is for questions number 33 to 37.

5-Minute Chocolate Cake

Supplies:

- a microwave
- a coffee mug
- 4 tablespoons flour
- 4 tablespoons sugar
- 2 tablespoons unsweetened cocoa
- 1 egg
- 3 tablespoons milk
- 3 tablespoons oil
- 3 tablespoons chocolate chips
- splash of vanilla or other flavoring - try peppermint or cinnamon

Mix your ingredients.

- Add all of the dry ingredients to the mug and mix.
- Add the egg and combine well. It gets pretty pasty at the point.
- Stir in milk and oil.
- Add chocolate chips and splash of vanilla. Stir well.
- Microwave for 3 minutes in a 1000W oven, or 4 minutes in a 700W oven. It will start to crown over the top of the mug. Don't panic!
- It will collapse once the heat stops.

Eat it.

This cake is still good half an hour out of the oven. In fact, I think it gets better the longer it sits. However, I can't speak to how it does after that since there's never any left!

Enjoy!

33. Which of the following ingredients don't we need to make a 5-minute chocolate cake?
- Milk.
 - Oil.
 - Syrup.
 - Sugar.
34. What should we add in the mug before we add milk?
- Oil.
 - An egg.
 - Chocolate chips.
 - Splash of vanilla.
35. How long should you microwave the mixture in a 700W oven?
- 2 minutes.
 - 3 minutes.
 - 4 minutes.
 - 5 minutes.
36. We should mix the ingredients below first in the mug, except _____.
- flour
 - milk
 - sugar
 - cocoa
37. What will happen after we microwave it?
- It will collapse.
 - It will be thicker.
 - It will collect at the bottom of the mug.
 - It will start to crown over the top of the mug.

Text 11.

The following text is for questions number 38 to 41.

A Paper Boat

Material:

- A4 paper

Steps:

1. Take a sheet of paper of the size A4 (8½" x 11"). Fold the upper half down.
2. Find the center line by folding the left side on the right side and by unfolding.
3. Fold downward both upper triangles.
4. At the bottom fold the top strip upward.
5. Fold the two small triangles on the left and on the right backwards to make them disappear.
6. Turn the paper over and fold the other lower strip upwards. You have formed the well-known hat.
7. Turn the hat 90 degrees and open it. The thumbs must be inside. Lay the upper and the lower parts on each other.
8. Fold the lower front triangle upwards.
9. Turn the paper over and fold up the other lower triangle. You get a hat without a brim.
10. Open the hat again and put the upper part on the lower one.
11. Pull the upper corners of the triangles both to the right and left. The paper boat is finished!
12. Stretch the boat both to the right and left, and then separate it slightly from underneath so it can float.

38. What is the text about?

- A. A boat.
- B. A nice paper boat.
- C. How to make paper.
- D. How to make a paper boat.

39. What should you do to make the small triangles in the bottom disappear?

- A. Fold them backwards.
- B. Fold them upwards.
- C. Turn them over.
- D. Open them upwards.

40. "... and open it." (Step 7)

The bold-typed word refers to _____.

- A. the paper
- B. the boat
- C. the hat
- D. the triangle

41. "You get a hat without a brim." (Step 9)

The bold-typed word has a similar meaning to _____.

- A. border
- B. center
- C. corner
- D. top

Text 12.

The following text is for questions number 42 to 44.

Loop-the-Loop Paper Plane

Materials needed:

- a sheet of heavy paper
- a paper clip
- a pencil
- crayons
- blunt scissors

Method:

Here's a paper airplane that will fly in circles.

1. First fold the paper in half the long way.
2. Then draw an airplane with wings and a tail on it.
3. Next draw a line about an inch away from the fold on each side the full length of the paper.
4. Then cut out the airplane, but do not cut on the fold.
5. After that spread out the airplane and color it. You can draw airplane markings near each wing tip.
6. Next refold your airplane. Now fold each wing down along the line drawn on it.
7. Then add a paper clip to the nose. You can change the way your airplane flies by changing the wing shape and putting more than one paper clip on the nose.

42. Which of the statements is NOT TRUE about loop-the-loop paper plane?
- It needs a paper clip to fly.
 - A pencil is not needed to make a line on it.
 - If you fly it, it will fly in circles in the air.
 - The first thing to do is to fold the paper in half.
43. What is the purpose of the text?
- To persuade the readers to make it.
 - To present important points of view.
 - To describe how something is made.
 - To inform people about the handicrafts.
44. The text consists of three parts. The third part functions to show readers _____ to make the loop-the-loop paper plane.
- the steps
 - the events
 - the argument
 - the explanation

Text 13.

The following text is for questions number 45 to 47

Meat Floss Porridge

Ingredient

- 250 cc hot water
- 50 gram instant porridge
- 1 spoon soya sauce
- 1 spoon chili sauce
- Crackers
- 10 gram meat floss

Suggested Preparation

1. Put instant porridge into a bowl
2. Pour 250 cc hot water. Stir well. Leave it for about 3 minutes until porridge thickened
3. Add soya sauce and chili sauce (as much as you like)
4. Then, spread crackers and meat floss.
5. Then porridge is ready to be served.

45. How much instant porridge do you need to make the meat floss porridge?
- 250 cc
 - 50 gram.

- 1 spoon
- 10 gram

46. What should you do after stirring the porridge?
- Put the instant porridge into a bowl
 - Add crackers and meat floss
 - Add soya sauce and chili sauce
 - Wait for about 3 minutes.
47. “.... until the porridge **thickened**”
The underlined word means _____
- to become solid.
 - to get weak
 - to raise the volume
 - to become powder

Text 12.

The following text is for questions number 48 to 50

TIKKA KEBAB

Ingredients :

1. Cubes of lamb
2. Squares of green pepper
3. Onions
4. Salad
5. Tikka seasoning mixture

Steps :

1. Cut Onions into quarters
2. Out cubes of lamb, squares of green pepper and onions squares on bamboo skewers and marinate them in Tikka seasoning
3. Grill them
4. Serve them with a salad (curry like seasoning from India)

48. What does the writer write the text for?
- To inform how to serve a salad
 - To tell how to make Tikka Kebab.
 - To explained how to make a salad
 - To discuss how to make cubes of lamb
49. How many ingredients are needed to make Tikka Kebab?
- Three
 - Four
 - Five
 - Six

50. What does the word “them” in step 2 refers to?

- A. Cubes of lamb and onions
- B. Square of green paper and onion
- C. Onion, bamboo skewers and salad
- D. Cubes of lamb, Onions, and square of green pepper.

Choose the best answer for each question.

The text is for question no. 1 – 5.

ANNOUNCEMENT
SCHOOL SPORT WEEK

School Sport Week will be held tomorrow. All students must participate in the activity. The kinds of sports which will be played in the activity are valley ball, football, and chess. The headmaster will open it at 8 a.m.

December 23rd 2013

The Committee

1. The text tell us about...
 - A. School activity
 - B. Sport competition
 - C. Student's participation
 - D. Playing football
2. When will the school sport week be held?
 - A. 8th December, 2013
 - B. 25th December, 2013
 - C. 23rd December, 2013
 - D. 24th December, 2013
3. "All students must participate..." The underlined word means....
 - A. Look on
 - B. Pass away
 - C. Take part
 - D. Tell a lie
4. How many sports will be played?
 - a. 3
 - b. 4
 - c. 5
 - d. 6
5. The headmaster will open *it* at 8 a.m. It refers to.....
 - a. The students
 - b. The headmaster
 - c. The Sport Week Sport

- d. The valley ball, football, chess

The text below is for the question no. 6 – 7.

School Announcement
Friday November 27th, 2011

To: All the basketball team member

There will be a short meeting right after school this afternoon in the school library. Everything needs to be completed before Friday. Be here no later than 13.45, so we can finish it soon.

6. When will the basketball meeting be held?

- A. On Thursday evening
- B. On Friday evening
- C. Next Friday
- D. Last Friday

7. "... so we can finish it soon."

What does the underlined word refer to?

- A. The school
- B. The basketball
- C. The meeting
- D. The library

The text below is for the question no. 8 – 9.

ANNOUNCEMENT

TO: VOLLEY BALL TEAM

We will have a technical meeting for next match.

Please do come to school on Sunday 12th at 9.00 am.

8. Who should come to the meeting?

- A. Readers.
- B. Volley ball Team.
- C. Students.
- D. Anyone.

9. The word "*match*" in the text means

- A. Celebration
- B. Feast
- C. Competition.
- D. Championship

The text below is for the question no. 10 – 11.

Announcement

To: All students

Come and visit our new library. Lots of new books (brand new novels and non-fiction books) are available. You can also enjoy our newest DVDs collection.

Head of library

Ramadhan

10. What are the things offered in the new library?

- A. Books and DVDs.
- B. Old and new books.
- C. New books and novels.
- D. New DVDs and non-fiction books.

11. Who make the announcement?

- A. Ramadhan
- B. All students
- C. All teachers
- D. The librarian

The text below is for the question no. 12 – 14.

Announcement

English Conversation Club (SCC) is opening registration for new members join us and improve your English! Every Thursday from 16.00 to 17.00 in the school hall

For registration, please contact:

Wayan (VIA)

Anissa (VIIB)

12. When do the members have meeting?

- A. In the morning.
- B. On Thursday afternoon.
- C. On Thursday morning.
- D. In the afternoon at three o'clock.

13. Where do they have the meeting?

- A. In the ECC's meeting room.
- B. In the VIIA classroom.
- C. At the school hall.
- D. At the cafeteria.

14. How long does the meeting last?

- A. One and a half hours.
- B. One hour.
- C. One and a quarter hours.
- D. Two hours.

The text below is for the question no. 15 – 18.

Announcement

This is a new school year and there are many new students around. Please be friendly and help them understand the rules of our school.

Principal

15. Where can you find the text?

- A. At a school.
- B. At a bookstore.
- C. At a bank.
- D. At a park.

16. Why does the principal make the announcement?

- A. To ask the students to nice and helpful to the new comers.
- B. To let the students know that they have their junior.
- C. To ask the students to contact their parents.
- D. To inform about the new school year.

17. Who do you think reads the announcement?
- A. New students.
 - B. Senior students.
 - C. Parents.
 - D. Teachers.
18. " Please be friendly...." . What is the meaning of the underlined word?
- A. Disturbing
 - B. Interesting
 - C. Welcoming
 - D. Attracting

The text below is for the question no. 19 – 20.

Announcement

There will be a holiday camp next month. All scout must join this camp. The activity will take place at Bangunharjo camping site and last for three days. For further information, please contact Mr. Arkan.

Banyumas, May 12th,2009

The Chief of Scout Organization

19. When will the activity be held?
- A. In May
 - B. In June
 - C. In July
 - D. In August
20. Who must join the activity?
- A. All students
 - B. All scouts
 - C. All chiefs
 - D. All Banyumas people

The text below is for the question no. 21 – 23.

To: Kido (IXD)

Dear Kido,

We are preparing the players of regional school sport competition. We need your help to train your junior. Please join us in the practice game on:

Day/Date : Saturday, 9 August 2014

Time : 15.00

Place : School Badminton Arena

We will be very delighted if you could come and play with us. Thank you.

Head of Badminton Club
Sugiarto

21. What is the invitation for?

- A. To invite Kido to the school sport competition
- B. To invite Kido to the practice game
- C. To train Kido for the sport competition
- D. To train Kido badminton

22. Who is Kido?

- A. The badminton coach of the school
- B. The junior in badminton club
- C. The chief of badminton club
- D. The senior member of badminton club.

23. The closest meaning of competition in line 1 is

- A. Venue
- B. Referee
- C. Participants
- D. Competition

The text below is for the question no. 24 – 25.

STUDENT UNION

Dear Hendra.

We are looking for bands to perform at the school graduation party next month. Please send a representative of your band to the meeting on:

Day/date : Tuesday, 7 march 2014

Time : 2.00 p.m.

Place : OSIS Room

We are looking forward for your participation. Thank you.

The Committee of Graduation Party

24. Who is Hendra?

- A. A member of OSIS
- B. The committee of graduation party
- C. A band member
- D. A graduated student

25. Who is invited to the meeting?

- A. All the member of the band
- B. A representative of the band
- C. All the students of the school
- D. A representative of graduated student

The text below is for the question no. 26 – 28.

Dear Mr. Sumargo.

We will held a sport tournament next week on Saturday, 7 July 2014. There will be badminton, basketball and volleyball tournament. We ask for your help to be the referee of the volleyball game, since you are the coach of the volleyball club. Please join us in the technical meeting on:

Day/date : Friday, 18 June 2014

Time : 15.00

Place : Class VII A

Your participation means so much for us. Thank you.

Head of OSIS

Miu

26. What occasion Mr. Sumargo should attend on Friday?

- A. Sport competition
- B. Basketball match
- C. Volleyball game
- D. Technical meeting

27. Who is Mr. Sumargo?

- A. The trainer of volleyball club.
- B. The basketball coach
- C. The physical education teacher
- D. The head of the association

28. The word **ask** (line 3) has the same meaning as

- A. Refuse
- B. Need
- C. Request
- D. Invite

The text below is for the question no. 29 – 30.

Dear Rio.

Come and join the meeting on the preparation for the study tour to central Java. The meeting will take place after school on:

Day/date: Saturday, June 8th 2014

Time : 11 a.m.

Venue : School hall.

We wish you to come to the meeting, because this is the last meeting before we go. Please be punctual.

Ps: There will be lunch provided for you, so you do not need to go to the cafeteria before the meeting. Just come right away after your class ends.

The committee

29. Where will the meeting take place?

- A. School hall.
- B. Classroom.
- C. Cafeteria.
- D. Meeting room.

30. What is the meeting for?

- A. To meet the committee.
- B. To get the provided lunch.
- C. To discuss the tour preparation.
- D. To come after the lesson ends.

The text is for questions number 31 – 32

Announcement

Tomorrow is the last day for you to join the English Debate Competition. So, join it now.
Contact Ida from class VIIIA for the registration.

31. What competition is announced?
- A. English Speech Contest.
 - B. English Telling Story Contest.
 - C. English Debate Competition.
 - D. English Club competition.
32. How can the students join the competition?
- A. By contacting Ida.
 - B. By inviting Ida.
 - C. By leaving Ida.
 - D. By reminding Ida.

The text is for questions number 33 – 34.

ANNOUNCEMENT

To: all students of SMP 5 Bantul

To celebrate National Education Day, the Student Association will hold some interesting programs. They are English Speech Contest, English Story Telling Contest and Wall Magazine Competition. The programs will be held on April 19th, 2011 at 8 a.m. - 1 p.m.

All classes must take part in the programs and should report their participation to their own teacher.

For detail information, please contact Mrs. Nasifah, the coordinator of this program.

33. The text is about...
- A. programs to celebrate the National Independence Day
 - B. Invitation for students to come to school on April
 - C. Explanation on special programs on April
 - D. Information of some programs on April 19th, 2011

34. How many kinds of competition will the school hold?

- A. One B. Two C. Three D. Four

The text is for questions number 35 – 38.

Scout Association of MTsN Kebumen

To: All Scout members.

We are going to go camping at Widoro Camping Ground, from 20th-22nd June 2011. The contribution is Rp 100.000,-. Member who will join activity should register to Mr. Muarif. Registration will be start on June 10th-15th, 2011.

The chief
Nusi Saputro

35. Where will the camping be held?

- A. At school C. At Widoro Camping Ground
B. In Kebumen D. At the school yard

36. Whom is the announcement addressed for?

- A. Mr. Muarif C. Nusi Saputro
B. All scout members D. The teacher

37. Who wrote the announcement?

- A. Nusi Saputro C. The scout members
B. The teacher D. Mr. Muarif

38. How long will the camping be held?

- A. One day C. Three days
B. Two days D. Four days

39. How long will the registration last?

- A. Three days C. Five days
B. Four days D. Six days

The text is for questions number 45 – 46.

Attention

To: All students

There will be a meeting at 10.00 a.m. You may go home earlier. Remember keep studying at home.

Teacher

45. What is the purpose of the announcement?

- A. To tell about holiday
- B. To invite students to attend meeting
- C. To inform about teacher's meeting
- D. To ask students to study hard

46. Who writes the announcement?

- A. Teacher
- B. Student
- C. Headmaster
- D. English teacher

The text is for questions number 47 – 48.

Announcement

To: 8th grade students

The English course will begin on August, every Monday, Wednesday, and Friday afternoon at 4 p.m. in our lab. For more information, please contact your English teacher.

Instructor
Mrs. Yuli

47. The students have the English course ... a week.

- A. Four times
- B. Three times
- C. Twice
- D. Once

48. "...please contact your English teacher."

What is the similar meaning of the underlined word?

- A. Ask
- B. Call
- C. Tell
- D. Meet

The text is for questions number 49 – 50.

OUR SCHOOL WEBSITE

To: All students

The school has launched a website and the address is www.visualschool.go.id
The website provides you with much information about our school (the history, the recent activities, the plan) and of course your achievement. Please check out the site and don't forget to inform about it to your parents because the site also has the parents page.

Principal
Henry Kristianto

49. What does the website provide?

- | | |
|----------------|----------|
| A. Achievement | C. Money |
| B. The history | D. Game |

50. What is the purpose of writing the above announcement?

- A. To ask parents to make achievement
- B. To inform the students about their achievement
- C. To ask the students to visit the school's website
- D. To let the students know about the new website

APPENDIX D

INTERVIEW GUIDELINES AND TRANSCRIPT

Blue Print of Interview Guidelines

A. Before Implementation

1) For teacher

No	Topic Areas	Item Number	Total
1.	Current teaching reading technique	1, 2, 3, 4, 5	5
2.	Students' reading comprehension ability	13, 14	2
3.	Students' participation	4, 12	2
4.	Problems in reading comprehension	15, 16, 17	3
5.	Assessment of reading comprehension	7, 8, 9, 10, 11	5

2) For Students

No	Topic Areas	Item Number	Total
1.	Current teaching reading technique	1, 2, 3, 4, 5	5
2.	Students' reading comprehension ability	13, 14	2
3.	Students' participation	4, 12	2
4.	Problems in reading comprehension	15, 16, 17	3
5.	Assessment of reading comprehension	7, 8, 9, 10, 11	5

B. After the Implementation

1) For English Teachers and Collaborator

No.	Topic Areas	Item Number	Total
1.	Comment of teaching reading	1, 2, 3	3
2.	Effects of the semantic mapping	4, 5, 6	3

2) For the Students

No	Topic Areas	Item Number	Total
1	Comment of teaching reading	1, 2, 3	3
2	Effects of the semantic mapping	4, 5, 6	3

Interview Guidelines

A. Before the Implementation

1) For the English Teacher

1. Bagaimana Ibu mengajar reading kepada siswa?
2. Darimana teks untuk reading didapatkan?
3. Media apa yang biasa ibu gunakan dalam pembelajaran?
4. Apakah ibu mengajarkan strategi membaca kepada siswa seperti scanning atau skimming?
5. Apakah siswa biasa memberi pendapat kepada ibu tentang isi teks Bahasa Inggris?
6. Bagaimana ibu mengajarkan strategi membaca pemahaman kepada siswa?
7. Darimana Ibu biasa mengambil tugas untuk siswa?
8. Apakah ibu sering memberikan tugas kepada siswa?
9. Apakah siswa mengerjakan tugas dengan baik?
10. Bentuk tugas apa yang biasa Ibu berikan?
11. Tugas yang ibu berikan biasanya tugas untuk kelompok atau individu?
12. Apakah para siswa menjawab pertanyaan yang berkaitan dengan isi teks Bahasa Inggris yang telah ibu berikan?
13. Menurut ibu, bagaimana pencapaian kelas 7E dalam reading?
14. Terkait dengan membaca pemahaman, apakah para siswa dapat dengan baik dapat memahami isi bacaan?
15. Kesulitan apa yang sering mereka hadapi dalam membaca pemahaman?
16. Bagaimana Ibu mengatasi kesulitan mereka?
17. Bagaimana cara murid-murid mengatasi kesulitan mereka?

2) For the students

1. Bagaiman Bu Ani mengajar reading di kelas anda?
2. Darimanakah teks untuk materi reading diambil?
3. Media apa saja yang biasa digunakan Bu Guru dalam pembelajaran?
4. Apakah anda dan teman-teman anda sering memberikan pendapat kepada Bu Ani tentang isi teks Bahasa Inggris?
5. Apakah Bu Guru pernah mengajarkan strategi membaca kepada anda dan teman-teman di kelas?
6. Bagaimana Bu guru mengajarkan strategi meBaca?
7. Dimana biasanya tugas diambil?
8. Apakah Bu guru sering memberikan tugas kepada kelas anda?
9. Dalam bentuk apa saja tugas reading yang diberikan?
10. Tugas yang diberikan untuk kelompok atau individu?
11. Apakah anda mengerjakan tugas dengan baik?
12. Apakah anda sering menjawab pertanyaan yang berkaitan dengan teks yang diberikan Ibu guru?
13. Menurut anda, bagaimana pencapaian anda dalam reading?
14. Terkait dengan membaca pemahaman, apakah anda dapat memahami isi bacaan?
15. Kesulitan apa yang anda hadapi dalam membaca pemahaman?
16. Bagaimana bu Guru mengatasi kesulitan anda?
17. Bagaimana anda mengatasi kesulitan anda?

B. After the Implementation**1) For the Teacher and Collaborator**

1. Bagaimana pendapat anda mengenai proses belajar mengajar dengan menggunakan Semantic Mapping tadi? Apakah terdapat perbedaan yang signifikan?
2. Menurut anda, apa pengaruh dari tindakan yang baru saja diterapkan terhadap kemampuan siswa dalam membaca pemahaman?
3. Apa pengaruh dari tindakan yang baru saja diterapkan terhadap sikap siswa dalam membaca pemahaman?
4. Apakah kelebihan dari tindakan yang baru saja diterapkan?
5. Apakah saran anda untuk tindakan selanjutnya?

2) For the Students

1. Bagaimana pendapat anda mengenai proses belajar mengajar dengan menggunakan Semantic Mapping tadi? Apakah terdapat perbedaan yang signifikan?
2. Menurut anda, apa pengaruh dari tindakan yang baru saja diterapkan terhadap kemampuan siswa dalam membaca pemahaman?
3. Apa pengaruh dari tindakan yang baru saja diterapkan terhadap sikap siswa dalam membaca pemahaman?
4. Apakah kelebihan dari tindakan yang baru saja diterapkan?
5. Apakah saran anda untuk tindakan selanjutnya?

Interview Transcript 1 (Before Actions)

Waktu : 14 Februari 2014
Tempat : Ruang kelas VIIIE

Partisipan

ET : Guru Bahasa Inggris
R : Peneliti

- R : Ibu biasanya kalau mengajar reading di kelas seperti apa ya?
- ET : Biasanya saya memberikan teks untuk dibaca, kemudian siswa membaca bergiliran, dibahas, dilanjutkan dengan menjawab pertanyaan.
- R : Pada waktu mengajar ibu menggunakan media apa ya?
- ET : Disini tidak ada LCD proyektor di kelas mbak, jadi untuk menggunakan power point masih susah, jadi ikut saja materi yang ada di dalam buku.
- R : Apakah ibu mengajarkan strategi membaca kepada siswa seperti scanning atau skimming?
- ET : Mungkin pernah mbak, tapi saya tidak membahas secara mendetail bagaimana cara strategi membaca yang efisien.
- R : Kalau di kelas, apakah siswa memberi pendapat kepada ibu tentang isi teks Bahasa Inggris.
- ET : Jarang sekali mbak, karena kebanyakan dari mereka tidak paham isi bacaan secara menyeluruh.
- R : Bagaiman ibu mengajarkan strategi membaca pemahaman kepada siswa?
- ET : Saya jarang mengajarkan strategi mbak, cuma kadang saya meminta siswa untuk menebak arti kata yang mereka tidak tahu.
- R : Ibu biasa mengambilkan tugas untuk siswa dari mana ya?
- ET : Dari buku mbak, biasanya saya ambilkan secara berurutan dari task awal ke task yang berikutnya.
- R : Apakah ibu sering memberikan tugas kepada siswa?
- ET : Cukup sering mbak, minimal seminggu satu kali.
- R : Apakah siswa mengerjakan tugas yang ibu berikan dengan dengan baik?
- ET : Sebagian mengerjakan mbak, tapi ada juga yang lupa terus kalau ditanya PR nya.
- R : Bentuk tugas apa yang biasa Ibu berikan?
- ET : Biasanya membaca teks dan menjawab pertanyaan.
- R : Tugas yang ibu berikan biasanya tugas untuk kelompok atau individu?
- ET : Untuk PR biasanya individu mbak.
- R : Menurut ibu, bagaimana pencapaian kelas VIIIE dalam reading?
- ET : Untuk kelas VIIIE memang masih kurang mbak, nilai rata-rata ulangan yang terakhir saja hanya sekitar 60 mbak.
- R : Terkait dengan membaca pemahaman, apakah para siswa dapat dengan baik dapat memahami isi bacaan?
- ET : Siswa biasanya perlu waktu yang cukup lama untuk memahami sebuah teks, jadi banyak waktu yang terpakai hanya untuk memahami teks saja.
- R : Kesulitan apa yang sering mereka hadapi dalam membaca pemahaman?
- ET : Biasanya karena banyak kata dalam teks yang artinya tidak mereka ketahui.
- R : Bagaimana Ibu mengatasi kesulitan mereka?
- ET : Biasanya dengan membahas arti dari teks mbak. Itu cukup membantu.
- R : Bagaimana cara murid-murid mengatasi kesulitan mereka?

ET : Mereka mengandalkan kamus mbak, tapi walaupun dengan kamus mereka juga masih sering merasa kesulitan untuk memahami teks.

Interview Transcript 2 (Before Actions)

Waktu : 28 Februari 2014

Tempat : Ruang kelas VIIIE

Partisipan

R :Peneliti

S1 : Enjeli

S2 : Nela

S3 : Faza

R :Dek, Bu Ani, kalau mengajar reading di kelas bagaimana?

S1 : Ya gitu mbak, biasa. Baca dari buku. Baca teks kemudian diartikan.

S2 : Iya mbak biasanya ngikutin buku pelajaran aja. Baca dari situ terus jawab pertanyaan deh.

R : Bu Guru kalau mengajar pakai alat khusus tidak dalam pembelajaran?

S1 : Seingetku belum pernah deh mbak. Iya kan?

S3 : Iya.

R : Apakah kalian sering memberikan pendapat kepada Bu Ani tentang isi teks Bahasa Inggris?

S2 : Jatrang, mabak. Enggak tahu arti nya sih.

R : Kalau Faza?

S3 : Jarang juga mbak.

S1 : Aku juga jarang.

R : Apakah Bu Guru pernah mengajarkan strategi membaca kepada anda dan teman-teman di kelas?

S3 : Strategi, apa mbak?

S1 : Aku lupa mbak.

S2 : Yang menebak arti giyu po mbak? Pernah sih, tapi aku tetep gak bias nebak.

R : Dimana biasanya tugas dimabil?

S1 : Dari buku mbak.

R : Apakah Bu guru sering memberikan tugas?

S2 : Lumayan mbak.

S3 : Sering ngasih PR deh Bu Ani tu.

R : Dalam bentuk apa saja tugas reading yang diberikan?

S2 : Menjawab pertanyaan tentang suatu teks mbak.

R : Tugas yang diberikan untuk kelompok atau individu?

S1 : PR nya sih dikerjain sendiri-sendiri mbak.

R : Apakah anda mengerjakan tugas dengan baik?

S2 : Kadang lupa, tapi jarang sih mbak lupanya.

S1 : Lebih sering mengerjakan kalau aku,

R : Apa kamu sering menjawab pertanyaan yang berkaitan dengan teks yang diberikan Ibu guru?

S3 : Kalau pas tahu artinya dijawab mbak.

S1 : Kalau pas teksnya susah ya gak bias jawab mbak.

R : Menurutmu, bagaimana pencapaianmu dalam reading?

- S1 : Ya gak bagus-bagus amat mbak.
 R : Kalau nela?
 S2 : Nilauku jelek mbak. Hehe.
 S : Kalau Faza gimana?
 S3 : Biasa juga mbak.
 R : Terkait dengan membaca pemahaman, apakah kamu bisa memahami isi bacaan?
 S1 : Kalau kata-kata nya tau artinya, ya bias mbak. Kadang sring gak tahu artinya jadi gak ngerti maksudnya apa.
 R : Kesulitan apa yang kamu hadapi dalam membaca pemahaman?
 S2 : Kata-katanya susah mbak.
 S3 : Kalau bacaanya panjang lama mbak bacanya, jadi males.
 R : Bagaimana bu Guru mengatasi kesulitanmu?
 S1 : Biasanya sih teksnya diartikan mbak.
 R : Bagaimana adek mengatasi kesulitan yang adek hadapi?
 S1 : Aku biasanya pakai kamus mbak.
 S2 : Iya mbak, sama.

Interview Transcript 3 (Before Actions)

Waktu : 28 Februari 2014
Tempat : Ruang kelas VIIIE

Partisipan

R :Peneliti
S1 : Agus

- R :Dek, Bu Ani, kalau mengajar reading di kelas bagaimana?
 S : Baca dari buku. Baca teks kemudian diartikan, terus jawab pertanyaan.
 R : Bu Guru kalau mengajar pakai alat khusus tidak dalam pembelajaran?
 S : Enggak mbak. Gak pernah.
 R : Apakah kamu sering memberikan pendapat kepada Bu Ani tentang isi teks Bahasa Inggris?
 S : Jatrang, mbak.
 R : Apakah Bu Guru pernah mengajarkan strategi membaca kepada kamu dan teman-teman di kelas?
 S : Strategi tu yg gimana mbak? Aku gak tau. Gak pernah tu kayaknya.
 R : Dimana biasanya tugas diambil?
 S : Dari buku mbak.
 R : Apakah Bu guru sering memberikan tugas?
 S : Lumayan sering mbak.
 R : Dalam bentuk apa saja tugas reading yang diberikan?
 S : Menjawab pertanyaan tentang sama baca teks mbak.
 R : Tugas yang diberikan untuk kelompok atau individu?
 S1 : Dikerjakan sendiri-sendiri mbak.
 R : Apakah kamu mengerjakan tugas dengan baik?
 S2 : Aku ngerjain terus mbak, pernah lupa sekali.
 R : Apa kamu sering menjawab pertanyaan yang berkaitan dengan teks yang diberikan Ibu guru?
 S : Kalau dong dijawab mbak.

- R : Menurutmu, bagaimana pencapaianmu dalam reading?
 S : Agak jelek mbak.
 R : Terkait dengan membaca pemahaman, apakah kamu bisa memahami isi bacaan?
 S : Kalau kata-kata nya tau artinya, ya bisa mbak.
 R : Kesulitan apa yang kamu hadapi dalam membaca pemahaman?
 S : Gak tahu artinya mbak.
 R : Bagaimana bu Guru mengatasi kesulitanmu?
 S : Teksnya diartikan bu ani mbak.
 R : Bagaimana adek mengatasi kesulitan yang adek hadapi?
 S : Buka kamus.

Interview Transcript 4 (After Actions Cycle I)

Waktu : 19 April 2014
Tempat : Ruang kelas VIIIE

Partisipan

ET : Guru Bahasa Inggris
R : Peneliti

- R : Bagaimana pendapat Ibu mengenai proses belajar mengajar dengan menggunakan Semantic Mapping? Apakah terdapat perbedaan yang signifikan?
 ET : Iya mbak, Anak-anak jadi lebih aktif dalam mengikuti pelajaran. Mulai dari mengisi map sampai menjawab pertanyaan
 R : Menurut Ibu, apa pengaruh dari tindakan yang baru saja diterapkan terhadap kemampuan siswa dalam membaca pemahaman?
 ET : Siswa jadi lebih cepat memahami teks dan terbiasa untuk menggunakan strategi membaca
 R : Apakah saran anda untuk tindakan selanjutnya?
 ET : Mungkin, handoutnya dibikin lebih menarik supaya anak-anak lebih semangat lagi membacanya.

Interview Transcript 5 (After Actions Cycle I)

Waktu : 19 April 2014
Tempat : Ruang kelas VIIIE

Partisipan

S : Siswa (Anggi)
R : Peneliti

- R: Menurut kamu, semantic mapping yang ada sebelum kita baca teks itu membantu gak dek buat memahami teks?
 S: Kalo aku sih membantu mbak. Sebelum baca aku udah punya gambaran isi teksnya, terus kata-kata yang nanti ada di teks juga udah banyak yang ada di map. Terus bisa inget kata-kata yang sebelumnya aku udah tau juga.

Interview Transcript 6
(After Actions Cycle I)

Waktu : 19 April 2014
Tempat : Ruang kelas VIIE

Partisipan

S : Siswa (Faza)
R : Peneliti

- R: Faza, waktu kamu mau baca teks tadi kan ada semantic mapping dulu, gimana itu tadi, membantu tidak?
- S: Ya, membantu mbak. Liat di map nya sama aja udah tahu banyak tentang isi teksnya. Misalnya cara masak apa gitu, kan udah ada ingredients, alat sama bagaimana dalam Bahasa Inggris, jadi pas baca teksnya gak susah memahaminya.
- R: Jadi misal udah tau cara masak mi gitu, terus di map ada Bahasa Inggrisnya, itu lebih enak ya?
- S: Iya mbak, jadi gak perlu buka kamus banyak-banyak, lagian di map juga udah dikelompokkan kata-katanya.

Interview Transcript 7
(After Actions Cycle I)

Waktu : 19 April 2014
Tempat : Ruang kelas VIIE

Partisipan

S : Siswa (Banu)
R : Peneliti

- R: Dek, kalo menurut kau, semantic mapping nya bantu enggak pas abis baca?
- S: Lumayan membantu sih mbak, aku jadi ngerti poin-poin yang perlu dipahami. Terus, kata-katanya banyak yang ingat. Kayak semacam ringkasan gitu. Jadi kalau mau jawab pertanyaan tentang teksnya jadi gampang.
- R: Kalo gambar di handout itu, menurut kamu gimana dek?
- S: Bagus sih mbak, menarik, jadi gak males bacanya. Terus sama jadi tau isi teksnya sedikit-sedikit walaupun belum ngerti arti judulnya.
- R: Menurutmu, task yang disuruh cari arti kata sebelum baca itu membantu tidak untuk memahami teks?
- S: Membantu banget, mbak. Kan itu juga di table di atas teks, jadi tanpa sengaja aku liat terus kata itu sama artinya jadi gak usah lihat kamus berkali-kali atau tanya-tanya.

Interview Transcript 8
(After Actions Cycle I)

Waktu : 19 April 2014
Tempat : Ruang kelas VIIE

Partisipan

S : Siswa (Galan)
R : Peneliti

- R: Kalau mau mencari informasi tertentu dari teks, masih dibaca secara keseluruhan?
- S: Enggak Miss. Pakai strategi supaya cepat carinya. Kalau mau mencari, ingredients, tidak perlu dibaca seluruh teks, cukup melihat bagian-bagian tertentu saja. Jadi gak lama bacanya.
- R: Galan, sekarang kalau mau mengetahui intisari dari teks masiakah dibaca semua teksnya?
- S: Sudah tidak miss, kan sudah belajar pakai strategi. Cukup baca bagian tertentu aja, misalnya bagian awal paragraph atau bagian awal dan akhir dari teks.

Interview Transcript 9
(After Actions Cycle II)

Waktu : 28 April 2014
Tempat : Ruang kelas VIIE

Partisipan

S : Siswa (Nela)
R : Peneliti

- R: Dek Nela, kamu merasa ada perbedaan gak selama belajar reading dengan semantic mapping sama sebelum memakai semantic mapping?
- S: Perbedaannya mbak, kalau sekarang memahami bacaan bisa lebih cepat, karena semua informasi penting dalam teks sudah tertulis di dalam map.
- R: Oh gitu ya? Sekarang sudah tidak kesulitan kan memahami teks walaupun panjang.
- S: Sudah tidak mbak. Sekarang baca teks panjang juga jadi enggak malas.

Interview Transcript 10
(After Actions Cycle II)

Waktu : 28 April 2014
Tempat : Ruang kelas VIIE

Partisipan

S : Siswa (Denita)

- R: Dek, gambar di teks yang sekarang itu gimana menurutmu?
- S: Sekarang banyak ya mbak gambarnya. Jadi menarik mbak, biasanya kalau teksnya undangan sama pengumuman kan jarang ada gambarnya. Bagus deh mbak pokoknya

- yang sekarang.
- R: Gambar yang di teks sekarang membantu tidak untuk memahami teks?
- S: Membantu mbak. Aku aja belum baca udah tau isi teknya tentang apa. Yang ada logo OSISnya itu biasanya undangan rapat, yang ada gambar benderanya itu pengumuman upacara.
- R: Gitu ya? Jadi dengan melihat gambarnya kamu sudah bisamenduga-duga isi teksnya tentang apa.
- S: Iya, seperti itu mbak.
- R: Kalau baca teks masih diartikan per kata tidak?
- S: Tidak. Pakai strategi mak, jadi kalau mau cari info tertentu tidak lama, cukup dibaca bagian tertentu saja.

Interview Transcript 11
(After Actions Cycle II)

Waktu : 28 April 2014
Tempat : Ruang kelas VIIE

Partisipan

ET : Guru Bahasa Inggris
R : Peneliti

- R : Bagaimana pendapat Ibu mengenai proses belajar mengajar dengan menggunakan Semantic Mapping? Apakah terdapat perbedaan yang signifikan?
- ET : Bagus mbak, sekarang anak-anak sudeh terbiasa mengkonsepkan teks dalam map, jadi sudah tidak masalah lagi untuk memahami teks yang agak panjang.
- R : Menurut Ibu, apa pengaruh dari tindakan yang baru saja diterapkan terhadap kemampuan siswa dalam membaca pemahaman?
- ET : Nilainya jadi bagus mbak sekarang. Jadi kemampuan mereka memang meningkat.

APPENDIX E

OBSERVATION GUIDELINES

Blue Print of Observation Sheet

No.	Aspects	Indicators
1.	Students' Behavior	<ul style="list-style-type: none"> a. Activating background knowledge prior to knowledge b. Getting new vocabulary items c. Identifying text structure and use it to facilitate comprehension d. Determining the most important ideas in what they read e. Actively getting involved in discussion
2.	Teachers' Method	<ul style="list-style-type: none"> a. Building students background knowledge using certain media and activities b. Introducing the use of reading strategies c. Guiding the students to comprehend the text using certain activities d. Checking students' understanding e. Giving students an adequate amount of time to respond to the text and the question f. Giving clear instruction in reading g. Giving correction in the end of session
3.	The learning materials used in reading	<ul style="list-style-type: none"> a. Using interesting materials b. Using pictures to stimulate the students to focus their attention on the topic of the text

Observation Sheet

Day/Date :

Observer :

No.	Aspects	Indicators	No	Yes
1.	Students' Behavior	a. Activating background knowledge prior to knowledge		
		b. Getting new vocabulary items		
		c. Identifying text structure and use it to facilitate comprehension		
		d. Determining the most important ideas in what they read		
		e. Actively getting involved in discussion		
2.	Teachers' Method	a. Building students background knowledge using certain media and activities		
		b. Introducing the use of reading strategies		
		c. Guiding the students to comprehend the text using certain activities		
		d. Checking students' understanding		
		e. Giving students an adequate amount of time to respond to the text and the question		
		f. Giving clear instruction in reading		
		g. Giving correction in the end of session		
3.	The learning materials used in reading	a. Using interesting materials		
		b. Using pictures to stimulate the students to focus their attention on the topic of the text.		

Bantul, May 2014

Ani Purwanti

APPENDIX F

FIELD NOTES

Field Note 1

No. : FN.01

Hari/tanggal : Jumat, 14 Februari 2014

Waktu : 08.00 – 08.25

Kegiatan : Meminta Izin Kepada Ibu Kepala Sekolah

Koresponden : Peneliti (R)

Ibu Kepala Sekolah (Hm)

R tiba di sekolah pukul 08.00 dan segera memarkirkan motor di tempat parker. Selanjutnya R masuk ke dalam kompleks sekolah. R menuju ruang kepala sekolah untuk menemui HM. R menjelaskan maksud kedatangannya bahwa R hendak meminta izin untuk melakukan penelitian di SMP 1 Jetis. Selain itu R juga menjelaskan lebih mendetail perihal penelitian yang akan dilakukakannya. Mendengar penjelasan dari R, Hm menyetujui pelaksanaan penelitian. Ibu Kepala Sekolah memberikan izin kepada R untuk melakukan penelitian hingga penelitian dirasa telah cukup. Setelah selesai berbincang-bincang, R berpamitan. R pulang pada pukul 08.22.

Field Note 2

No. : FN.02

Hari/tanggal : Jumat, 21 Februari 2014

Waktu : 08.00 – 08.20

Keperluan : Berkonsultasi dengan Guru Bahasa Inggris Kelas VII

Koresponden : Peneliti (R)

Guru Bahasa Inggris (ET)

R memarkirkan kendaraan dan segera masuk ke ruang guru untuk menemui Guru Bahasa Inggris Kelas VII. R bertemu dengan ET dan ET sudah menunggu kedatangan R karena ET sudah mendapatkan informasi dari Ibu kepala sekolah di hari sebelumnya. R menjelaskan detail penelitian yang akan dilakukan olehnya. Untuk penelitian R akan menggunakan

semantic mapping untuk mengajar reading, ET pun menyetujui metode tersebut. Selanjutnya, R hendak melakukan wawancara dengan ET. Namun karena ET harus melakukan homevisit, wawancara akan dilakukan pada minggu yang akan datang. R pun segera berpamitan untuk pulang.

Field Note 3

Waktu : Jumat, 28 Februari 2014

Keperluan : Obsevasi

Tempat : SMP N 1 Jetis

Koresponden : R : Researcher (Peneliti)

ET : English Teacher (Guru Bahasa Inggris)

S : Students (Siswa)

Pada pukul 09.00 WIB, R tiba di sekolah dan menemui untuk wawancara tentang proses belajar mengajar di kelas. Setelah selesai wawancara R ingin melanjutkan untuk observasi di dalam kelas. Pada jam 10.05 WIB, saat jam pelajaran Bahasa Inggris untuk kelas VII E, R dan masuk ke dalam ruang kelas VII E. R duduk di bangku bagian belakang untuk mengamati proses belajar mengajar pada saat itu. Pelajaran Bahasa Inggris pada saat itu diawali dengan greeting, dan mengecek presensi. Materi yang dibawa oleh ET pada saat itu adalah invitation. ET mengawali pembahasan invitation dengan bertanya kepada para siswa apakah mereka sudah pernah menerima undangan untuk suatu acara. Selanjutnya ET menjelaskan dengan mendetail apa itu invitation dan jenis-jenisnya. Saat ET menuliskan contoh undangan di papan tulis, banyak siswa yang ramai dan bermain-main. S diminta untuk mencatat contoh invitation, setelah itu S diminta untuk membaca nyaring secara bersama-sama. Saat ET menanyakan maksud dari undangan tersebut, S sudah mengerti bahwa undangan tersebut adalah undangan ulang tahun. Saat membahas kata-kata yang terdapat dalam invitation tersebut, ternyata S menemukan cukup banyak kata-kata yang belum mereka ketahui artinya seperti, *share*, *joy*, *join* dan sebagainya. ET membahas satu persatu kata-kata yang belum diketahui artinya. Selanjutnya S diminta untuk menjawab pertanyaan yang berkaitan dengan contoh invitation yang telah ditulis. Saat pertanyaan-pertanyaan tersebut selesai dikerjakan dan dibahas, waktu pelajaran sudah hampir habis. Oleh karena itu ET

merangkum hal-hal apa saja yang telah dipelajari pada pertemuan tersebut. Setelah *wrapping-up* selesai, S berdoa untuk pulang. Saat S sudah keluar dari kelas, R meminta beberapa siswa untuk tinggal. R melakukan wawancara dengan S. Wawancara berlangsung selama 30 menit. R meninggalkan sekolah pada pukul 12.20.

Field Note 4

No : FN.04

Hari/Tanggal : Jumat, 7 Maret 2014

Waktu : 08.00 – 08.30

Keperluan : Konsultasi RPP dengan Guru Bahasa Inggris.

Tempat : SMP N 1 Jetis

Koresponden : R : Researcher (Peneliti)

ET : English Teacer (Guru Bahasa Inggris)

R tiba di sekolah pada pukul 09.00 WIB. R sudah membuat janji dengan ET untuk mendiskusikan RPP dan materi yang akan disampaikan kepada siswa pada saat penelitian. Seperti yang sudah disepakati sebelumnya R menyusun Tasks dan RPP dengan Teks procedure. R menyerahkan RPP tersebut untuk dicermati oleh ET. Setelah dicermati dengan seksama, ET menyetujui materi dan RPP yang telah disusun. ET mempersilahkan R untuk memulai penelitiannya mulai minggu depan di kelas 7E. R berpamitan untuk pulang kepada ET. Saat R melewati perpustakaan, R melihat beberapa siswa kelas 7E. R meminta waktu sebentar kepada para siswa untuk melakukan wawancara. Wawancara berakhir pada pukul 09.40. R segera bergegas untuk pulang.

Field Note 5

No : FN.05

Hari/tanggal : Sabtu, 14 Maret 2014

Waktu : 10.05 – 10.45

Kegiatan : Pre-test

Tempat : Ruang Kelas 7E SMP N 1 Jetis.

R tiba di sekolah pada pukul 10.00. R bergegas untuk naik ke lantai 2 menuju kelas 7E. R masuk ke kelas 7E. R membuka pertemuan dengan mengucapkan salam dan mengecek presensi siswa. R menjelaskan maksudnya untuk melakukan penelitian di kelas VII E. Selanjutnya R membagikan soal Pre-test. Soal tersebut terdiri dari 20 soal pilihan ganda dan 5 soal uraian. R memberi waktu kepada S untuk mengerjakan soal tersebut selama 40 menit. Setelah S selesai mengerjakan, S mengumpulkan hasil pekerjaannya.

Field Note 6

No : FN.06

Waktu : Sabtu, 5 April 2014

Kegiatan : Pertemuan 1 Cycle 1

Tempat : Ruang Kelas 7E SMP N 1 Jetis.

Kolaborator : PBI Students

R tiba di sekolah pada pukul 10.00. R segera berjalan menuju ruang kelas VII E. R mulai melaksanakan pertemuan 1 dari cycle 1. R membuka pelajaran dengan mengucapkan salam dan mengecek kehadiran siswa. R membagikan kepada siswa handout yang telah disiapkan sebelumnya. R meminta siswa untuk mencermati handout yang telah dibagikan. R bertanya teks apakah yang ada dalam handout tersebut. Sebagian dari Ss menjawab teks tersebut adalah teks descriptive. R kemudian menjelaskan bahwa teks tersebut adalah teks procedure,

R juga menjelaskan struktur dari teks procedure dimulai dari judul "*How to Make Banana Milkshake*", ingredients dan steps. Penjelasan dilanjutkan dengan pengenalan semantic mapping kepada Ss. R menjelaskan bahwa dengan semantic mapping, Ss dapat lebih mudah memahami suatu teks. R meminta Ss untuk membaca nyaring teks "*How to Make Banana Milkshake*". Karena Ss belum membacanya dengan kompak, R meminta Ss untuk menirukannya. Ss menirukan R untuk membaca nyaring, tetapi masih ada siswa yang duduk di belakang yang tidak focus untuk menirukan R. Ada S yang menanyakan bagaimana cara membaca "ice cream" dan "large". Lalu R menanyakan apakah ada kata-kata sulit. Ss menyebutkan "till", "smooth", "using", "taste", dan "serve". R menjelaskan makna dari kata-kata tersebut. S yang menanyakan cara mengucapkan kata "large". R meminta S tersebut untuk menirukan bagaimana R mengucapkan kata "large". Seorang S menanyakan apa itu easy. R bertanya kepada Ss apakah mereka tahu apa itu easy. Kebanyakan Ss tidak mengetahui artinya.

R selanjutnya membahas isi dalam teks procedure How to Make Banana Milkshake yang tercetak di handout. Saat menerangkan R menegur siswa yang bermain-main dan bertanya kepada mereka "What is the ingredients?". Ss menjawab dengan Bahasa Jawa, R meminta mereka untuk menjawab dengan Bahasa Inggris. R kembali menjelaskan teks tersebut hingga selesai.

R membagikan soal yang akan dikerjakan siswa. Soal tersebut berupa sebuah teks dengan diagram semantic mapping yang belum diisi. R meminta siswa untuk membaca dengan cermat teks tersebut dan melengkapi diagram semantic mapping. Seorang S bertanya apa yang dimaksud dengan amount. R menjelaskan bahwa amount adalah jumlah dari ingredients yang dipakai. Ketika mengerjakan sejumlah Ss yang mengerjakan dengan serius, namun ada Ss yang malah bermain-main, bernyanyi, bahkan memukul-mukul meja. Di sela-sela waktu mengerjakan ada seorang S yang bertanya apa arti dari boiling.

R bertanya "Yang boiling itu apa?".

"Water, Miss." S answered.

"So, the noodle nya dimasukkan ke dalam air yang bagaimana?" asked R.

"Ooh, mendidih ya mbak." Jawab S.

Adapula S yang bertanya apakah bowl itu mangkok. R menjawab bahwa bowl memang mangkok. R berkeliling untuk mengontrol pekerjaan Ss. Selanjutnya, R membuat semantic map di whiteboard. R meminta siswa untuk mengisi semantic map yang telah dibuatnya. Banyak siswa antusias dan maju ke depan untuk mengisi map yang telah ditulis oleh R. Setelah Semantic map diisi oleh siswa, R mulai membahas apa yang sudah dituliskan dalam semantic mapping.

R meminta Ss untuk mengerjakan task selanjutnya. R memberikan waktu sepuluh menit karena soal yang diberikan hanya 4 butir. Ss mengerjakan soal tersebut, namun ada juga yang bermain –main dan berbicara dengan temannya. R menanyakan apakah Ss sudah menyelesaikan soal yang telah diberikan. Ss sudah selesai mengerjakan dan 4 orang Ss maju ke depan untuk menuliskan jawaban mereka. Tiga orang Ss menjawab dengan benar dan 1 S menjawab kurang lengkap.

Selanjutnya R menunjukkan gambar di depan. Gambar yang ditunjukkan kepada siswa adalah Es Kolak. R membagikan lembar semantic map dan meminta siswa untuk mengisi map tersebut sesuai dengan pengetahuan mereka. Setelah Ss selesai mengisi semantic map, R memberikan teks berjudul How to Make Es Kolak. R meminta Ss untuk membandingkan jawaban yang mereka tulis pada semantic map dengan teks yang baru saja dibagikan. R meminta Ss untuk memberikan tanda centang (✓) pada jawaban yang sama. Pada jam 11.25 bel berbunyi dan R meminta Ss untuk mengumpulkan pekerjaannya. R menutup pelajaran dengan berdoa. Ss pulang setelah bersalaman dengan R.

Field Note 7

Hari/Tanggal : Sabtu, 12 April 2014

Waktu : 10.05 – 11.25

Kegiatan : Pertemuan 2 Cycle 1

Tempat : Ruang Kelas 7E SMP N 1 Jetis.

Kolaborator : PBI Students

English Teacher

R tiba di sekolah pada pukul 10.00. R menunggu sesaat di depan ruang kelas. Saat bel pergantian pelajaran berbunyi pada pukul 10.05, R masuk ke ruang kelas. R membuka pelajaran dengan mengucapkan salam dan mengecek kehadiran siswa. R membagikan handout dan mulai menulis di papan tulis. R menulis penjelasan singkat tentang kalimat imperative. R menjelaskan bahwa kalimat imperative merupakan kalimat perintah atau instruction. R juga menjelaskan bahwa dalam teks procedure, sebagian besar memakai kalimat imperative. R menjelaskan bahwa kalimat imperative tidak memiliki subjek, dan kalimat diawali langsung dengan kata kerja bentuk pertama. R menanyakan apakah Ss sudah paham, dan banyak dari Ss yang sudah paham. Selanjutnya R meminta siswa untuk melihat handout pada halaman pertama. R meminta salah satu siswa untuk membaca instruksi dari task 1 yaitu: "Find the meaning of the following words in Indonesian and study the text carefully." R bertanya kepada Ss "Jadi kalian diminta untuk . . . apa?" "Mencari arti, mbak." Beberapa Ss menjawab. R meminta siswa untuk segera mengerjakannya. Setelah Ss menemukan arti dari semua kata, R meminta Ss untuk menulis arti kata-kata tersebut di papan tulis. Dari 6 kata dalam task tersebut Ss telah menemukan artinya. R meminta Ss untuk membaca teks dalam Task 1. Teks tersebut tanpa judul, dan R meminta Ss untuk memberi judul pada teks tersebut dan diisikan dalam semantic mapping. R juga meminta Ss untuk melengkapi seluruh bagian dari semantic mapping. R berkeliling untuk mengecek semantic mapping Ss. Saat Ss sudah selesai mengisi semantic mapping, R meminta Ss untuk melanjutkan menjawab pertanyaan yang masih berkaitan dengan teks sebelumnya. Dalam waktu 10 menit Ss sudah selesai mengerjakan. R meminta Ss untuk menuliskan jawaban mereka di papan tulis. Beberapa Ss berebut untuk maju ke depan. Sesudah jawaban selesai ditulis, R melengkapi jawaban yang kurang lengkap. Hampir semua jawaban yang dituliskan sudah benar.

Untuk latihan selanjutnya, R meminta Ss untuk membuka handout pada halaman ketiga. Di handout tersebut terdapat satu set gambar acak yang merupakan visualisasi dari teks di Task 1. R meminta Ss untuk memberikan nomor pada gambar tersebut sesuai dengan urutan berdasarkan pada teks. Ss mengerjakan dengan antusias. Banyak dari Ss yang berdiskusi dengan teman sebangkunya. Setelah Ss selesai mengerjakan, R meminta salah seorang siswa untuk membacakan hasil pekerjaannya. Siswa bernama Sensa membacakan hasil pekerjaannya, namun masih ada gambar dengan urutan yang tertukar. R bertanya kepada Ss apakah ada yang memiliki jawaban yang berbeda. Kemudian siswa bernama Nela membacakan jawabannya, dan jawaban tersebut merupakan jawaban yang tepat.

Setelah pembahasan teks pertama dan soal-soalnya selesai, R melanjutkan ke teks yang lainnya. Teks tersebut berjudul ‘Honey Lemon Slices and Honey Lemon Drink’. Tugas pertama yang berkaitan dengan teks tersebut adalah mencari arti dari beberapa kata yang muncul dalam teks. Siswa mengerjakannya dalam waktu kurang lebih 10 menit. Setelah selesai arti kata-kata tersebut ditulis di papan tulis. Selanjutnya R meminta Ss untuk membaca dan memahami teks tersebut. Setelah Ss selesai membaca R meminta Ss untuk membuka handout pada halaman berikutnya. Pada halaman tersebut terdapat satu set gambar acak. Ss sepertinya sudah tahu apa yang harus mereka lakukan pada gambar tersebut, tanpa berlama-lama Ss mengurutkan gambar-gambar tersebut. Setelah Ss selesai mengurutkan, dengan panduan R mereka mendiskusikan urutan dari gambar-gambar tersebut.

Waktu sudah menunjukkan pukul 11.20, R menutup pelajaran dengan melakukan wrapping up. “What did we learn today?”, “Apa yang kita pelajari hari ini?” Tanya R. Ss menjawab bersahutan “Procedure text, mbak.”, “Kalimat perintah, mapping, sama mengurutkan gambar.”

“That’s right, kalau imperative ciri-cirinya apa?” Tanya R. “Enggak ada subjeknya mbak.” jawab seorang S. S yang lain menyahut “Pakai verb satu mbak.”

“Great! Nah sebelum pulang, itu kan task 6 belum dikerjakan, please do it at home, we’ll discuss it in the next meeting.” ujar R.

Siswa kemudian berdoa dan bersalaman dengan R. Kelas berakhir pada pukul 11.25.

Field Note 8

Hari/Tanggal : Sabtu, 19 April 2014

Waktu : 10.05 – 11.25

Kegiatan : Pertemuan 3 Cycle 1

Tempat : Ruang Kelas 7E SMP N 1 Jetis.

Kolaborator : PBI Student

English Teacher

R tiba di sekolah pada pukul 10.00. R segera naik ke lantai 2 untuk menuju ruang kelas 7E. Tepat pada jam 10.05 R masuk ke ruang kelas 7E. R membuka pelajaran dengan mengucapkan salam dan mengecek kehadiran siswa. R menanyakan tugas yang diberikannya pada pertemuan sebelumnya. R meminta salah seorang siswa untuk menuliskan semantic mapping yang telah dibuatnya. Semantic mpping yang dibuat oleh S tersebut sudah sesuai dengan teks yang bersangkutan. R meminta agar Ss mengumpulkan pekerjaannya tersebut.

R membagikan handout kepada siswa dan R meminta untuk mencermatinya. Task pertama pada handout tersebut adalah fill in the blank. R meminta Ss untuk mengerjakan task tersebut. Banyak dari Ss yang berdiskusi dengan teman didekatnya, walaupun sebenarnya R tidak menyuruh mereka untuk berdiskusi. Ss mengerjakan task tersebut dalam waktu 20 menit. R mulai mendiskusikan jawaban dari task tersebut, R meminta Ss untuk membaca nyaring satu kalimat penuh beserta jawabannya. banyak Ss yang telah menjawab Task tersebut dengan benar, namun ada beberapa siswa yang jawabannya tertukar Antara nomor yang satu dengan yang lainnya. Setelah selesai berdiskusi, R meminta Ss untuk melanjutkan mengerjakan task selanjutnya, yaitu mengisi semantic mapping dari teks tersebut. Ss sepertinya sudah terbiasa dengan pengisian semantic mapping, jadi tanpa bertanya-tanya, mereka segera mengisinya. Setelah siswa selesai dengan semantic mapping yang mereka kerjakan, R meminta Ss untuk menjawab pertanyaan yang berkaitan dengan isi teks. Ss pun segera mengerjakannya. Dalam waktu 15 menit Ss telah menyelesaikan soal-soal tersebut. R pun memulai diskusi untuk membahas jawaban dari Ss. Hampir seluruh jawaban Ss sudah sesuai dengan isi teks.

Bel pulang sudah berbunyi sebelum Ss selesai mengerjakan soal tersebut. R secara cepat membacakan jawaban dari soal yang belum terselesaikan. Ss berkemas-kemas, berdoa dan pulang pada pukul 11.25.

Field Note 9

Hari/Tanggal : Sabtu, 19 April 2014

Waktu : 10.05 – 10.40

Kegiatan : Meeting 1 Cycle 2

Tempat : Ruang Kelas 7E SMP N 1 Jetis.

Kolaborator : PBI Student

English Teacher

pada pukul 10.05, R masuk ke ruang kelas. R membuka pelajaran dengan mengucapkan salam dan mengecek kehadiran siswa. R membagikan handout dan mulai menulis di papan tulis. R menulis penjelasan singkat tentang kalimat imperative. R menjelaskan bahwa kalimat imperative merupakan kalimat perintah atau instruction. R juga menjelaskan bahwa dalam teks procedure, sebagian besar memakai kalimat imperative. R menjelaskan bahwa kalimat imperative tidak memiliki subjek, dan kalimat diawali langsung dengan kata kerja bentuk pertama. R menanyakan apakah Ss sudah paham, dan banyak dari Ss yang sudah paham. Selanjutnya R meminta siswa untuk melihat handout pada halaman pertama. R meminta salah satu siswa untuk membaca instruksi dari task 1 yaitu: "Find the meaning of the following words in Indonesian and study the text carefully." R bertanya kepada Ss "Jadi kalian diminta untuk . . . apa?" "Mencari arti, mbak." Beberapa Ss menjawab. R meminta siswa untuk segera mengerjakannya. Setelah Ss menemukan arti dari semua kata, R meminta Ss untuk menulis arti kata-kata tersebut di papan tulis. Dari 6 kata dalam task tersebut Ss telah menemukan artinya. R meminta Ss untuk membaca teks dalam Task 1. Teks tersebut tanpa judul, dan R meminta Ss untuk memberi judul pada teks tersebut dan diisikan dalam semantic mapping. R juga meminta Ss untuk melengkapi seluruh bagian dari semantic mapping. R berkeliling untuk mengecek semantic mapping Ss. Saat Ss sudah selesai mengisi semantic mapping, R meminta Ss untuk melanjutkan menjawab pertanyaan yang masih berkaitan dengan teks sebelumnya. Dalam waktu 10 menit Ss sudah selesai mengerjakan. R meminta Ss untuk menuliskan jawaban mereka di papan tulis. Beberapa Ss berebut untuk maju ke depan. Sesudah jawaban selesai ditulis, R melengkapi jawaban yang kurang lengkap. Hampir semua jawaban yang dituliskan sudah benar.

Untuk latihan selanjutnya, R meminta Ss untuk membuka handout pada halaman ketiga. Di handout tersebut terdapat satu set gambar acak yang merupakan visualisasi dari teks di Task 1. R meminta Ss untuk memberikan nomor pada gambar tersebut sesuai dengan urutan berdasarkan pada teks. Ss mengerjakan dengan antusias. Banyak dari Ss yang berdiskusi dengan teman sebangkunya. Setelah Ss selesai mengerjakan, R meminta salah seorang siswa untuk membacakan hasil pekerjaannya. Siswa bernama Sensa membacakan hasil pekerjaannya, namun masih ada gambar dengan urutan yang tertukar. R bertanya kepada Ss apakah ada yang memiliki jawaban yang berbeda. Kemudian siswa bernama Nela membacakan jawabannya, dan jawaban tersebut merupakan jawaban yang tepat.

Setelah pembahasan teks pertama dan soal-soalnya selesai, R melanjutkan ke teks yang lainnya.. Tugas pertama yang berkaitan dengan teks tersebut adalah mencari arti dari beberapa kata yang muncul dalam teks. Siswa mengerjakannya dalam waktu kurang lebih 10 menit. Setelah selesai arti kata-kata tersebut ditulis di papan tulis. Selanjutnya R meminta Ss untuk membaca dan memahami teks tersebut. Setelah Ss selesai membaca R meminta Ss untuk membuka handout pada halaman berikutnya. Ss diminta untuk menjawab pertanyaan pada handout. Sesaat sesudah itu bel pulang berbunyi. “Nah sebelum pulang, itu kan task 6 belum dikerjakan, please do it at home, we’ll discuss it in the next meeting.” ujar R. Siswa kemudian berdoa dan bersalaman dengan R. Kelas berakhir pada pukul 11.25.

Field Note 10

Hari/Tanggal : Sabtu, 28 April 2014

Waktu : 10.05 – 10.40

Kegiatan : Meeting 2 Cycle 2

Tempat : Ruang Kelas 7E SMP N 1 Jetis.

Kolaborator : PBI Student

English Teacher

R tiba di sekolah pada pukul 10.00. R segera naik ke lantai 2 untuk menuju ruang kelas 7E. Tepat pada jam 10.05 R masuk ke ruang kelas 7E. R membuka pelajaran dengan mengucapkan salam dan mengecek kehadiran siswa. R menanyakan tugas yang diberikannya pada pertemuan sebelumnya. R meminta salah seorang siswa untuk menuliskan semantic mapping yang telah dibuatnya. Semantic mpping yang dibuat oleh S tersebut sudah sesuai dengan teks yang bersangkutan. R meminta agar Ss mengumpulkan pekerjaannya tersebut.

R membagikan handout kepada siswa dan R meminta untuk mencermatinya. Task pertama pada handout tersebut adalah fill in the blank. R meminta Ss untuk mengerjakan task tersebut. Banyak dari Ss yang berdiskusi dengan teman didekatnya, walaupun sebenarnya R tidak menyuruh mereka untuk berdiskusi. Ss mengerjakan task tersebut dalam waktu 20 menit. R mulai mediskusikan jawaban dari task tersebut, R meminta Ss untuk membaca nyaring satu kalimat penuh beserta jawabannya. Banyak Ss yang telah menjawab Task tersebut dengan

benar, namun ada beberapa siswa yang jawabannya tertukar Antara nomor yang satu dengan yang lainnya. Setelah selesai brediskusi, R meminta Ss untuk melanjutkan mengerjakan task selanjutnya, yaitu mengisi semantic mapping dari teks tersebut. Ss sepertinya sudah terbiasa dengan pengisian semantic mapping, jadi tanpa bertanya-tanya, mereka segera mengisinya. Setelah siswa selesai dengan semantic mapping yang mereka kerjakan, R meminta Ss untuk menjawab pertanyaan yang berkaitan dengan isi teks. Ss pun segera mengerjakannya. Dalam waktu 15 menit Ss telah menyelesaikan soal-soal tersebut. R pun memulai diskusi untuk membahas jawaban dari Ss. Hampir seluruh jawaban Ss sudah sesuai dengan isi teks.

Bel pulang sudah berbunyi sebelum Ss selesai mengerjakan soal tersebut. R secara cepat membacakan jawaban dari soal yang belum terelesaikan. Ss berkemas-kemas, berdoa dan pulang pada pukul 11.25.

APPENDIX G

STUDENTS' SCORE AND SPSS ANALYSIS

Students Score

No	Name	Pretest	Posttest Cycle 1	Posttest Cycle 2
1	Afifah Nur Aini	80	86	90
2	Akhmat Riyadi	68	80	82
3	Anggie Rachmadiana	72	84	84
4	Arief Tri Nugroho	70	70	76
5	Arif Wicaksono	72	86	86
6	Ayu Riski Rahma Dhanti	70	88	90
7	Bakhtiar Alfathan	78	78	80
8	Banu Sulisty	68	76	80
9	Denita Methian	72	78	90
10	Dewi Oktavia	80	90	90
11	Dyah Renawati	64	76	86
12	Enjelli Ali Halim	44	48	50
13	Falah Ibnu Sina	76	76	76
14	Faza Chumaida	74	82	86
15	Galan Fabriantoro	72	74	80
16	Habib Ar Razaq	72	76	80
17	Herninda Anugrah	64	70	74
18	Iksan Saputro	62	68	74
19	Izdihar Azzahara	82	90	92
20	Kurnia Fajar Utami	80	88	90
21	M. Agus Widiyanto	62	78	78
22	M. Rizal Pratama	54	66	76
23	Mega Asyifah	58	76	76
24	Nela Listiana	46	62	64
25	Oktafiani	50	68	86
26	Sensa Galih Ramdhani	44	60	60
27	Septian Dwiki Krisnanda	42	64	86
28	Vera Prastya Rahayu	44	70	76
29	Widia Nina Restina	44	68	76
30	Yusup Ardi Saputra	44	66	80
Mean Score		63.00	74.73	81.93

```
T-TEST PAIRS=pretest WITH posttest (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
```

T-Test

Notes

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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=pretest WITH posttest (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	63.6667	30	13.32960	2.43364
posttest	74.7333	30	9.90275	1.80799

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	30	.836	.000

Paired Samples Test

	Paired Differences				
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
				Lower	Upper
Pair 1 pretest - posttest	-11.06667	7.42286	1.35522	-13.83841	-8.29493

Paired Samples Test

	t	df	Sig. (2-tailed)
Pair 1 pretest - posttest	-8.166	29	.000

APPENDIX H

STUDENTS' WORK

TASK 8

Read the invitation and fill in the chart.

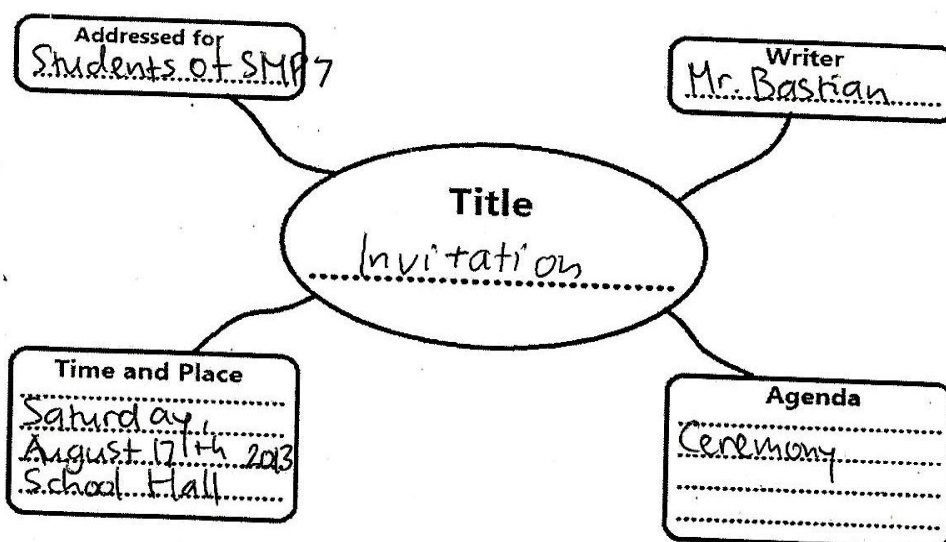
INVITATION

Dear students of SMP N 7 Yogyakarta. We will have a ceremony. The ceremony is to celebrate Independence Day. The schedule is the following.

Day/date : Saturday, August 17th, 2013
 Time : 08.00 a.m.
 Place : School ~~hall~~ yard

Contact Mr Bastian for more information.
 Thank you for your attention.

Sincerely,
 Mr. Bastian



1. drink
2. vegetables
3. good
4. pieces
5. leaves
6. small
7. blender
8. sliced
9. smooth
10. enjoy

pieces	small	sliced
drink	enjoy	smooth
blender		

Green Smoothie

Green smoothie is a popular health (1) *drink*. It is made from fresh fruits and (2) *vegetables*. It is very rich of enzyme and (3) *good* for diet. All we need are; ½ frozen banana, 2 (4) *pieces* frozen pineapple, 1 orange, 1 kiwi, ¼ lemon, ¼ apple, 2 (5) *leaves* of green leaf lettuce, and 100 ml water.

First, cut fresh fruits (orange, kiwi, apple, and lemon) into (6) *small* pieces. Next, place ½ frozen banana and 2 pieces of frozen pineapple in a (7) *blender* and add 100 milliliter of water. Add the fresh (8) *sliced* fruit and 2 leaves of green lettuce. Blend it until (9) *smooth*. When it is done, serve it in a glass and (10) *enjoy* it as soon as possible as the enzyme is active.

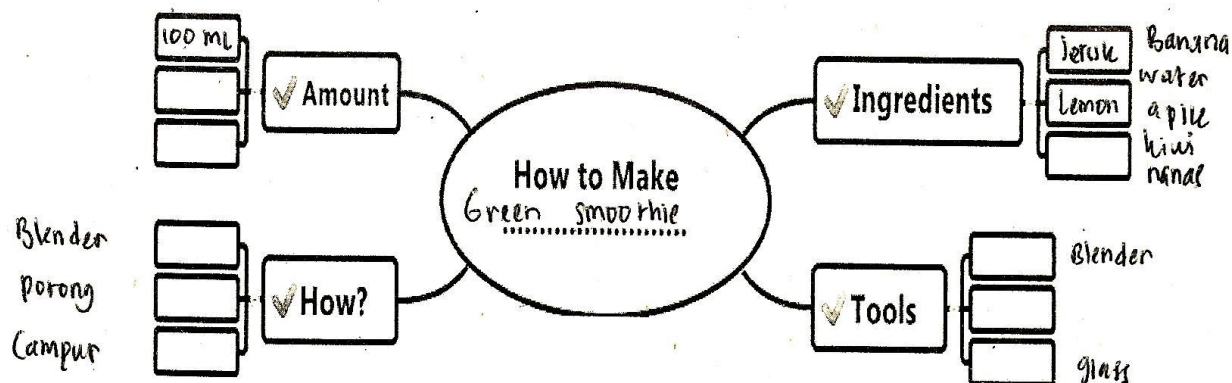
Task 6

Answer the questions based on the text.

1. What is the text about?
2. What is the purpose of the text?
3. What equipment is needed to make green smoothie?
4. What is the fresh fruit needed to make the smoothie?
5. Why should we enjoy the smoothie quickly after it is done?

Task 7

Fill in the semantic mapping chart based from the text: Green Smoothie



Text 6:

1. Green Smoothie
 2. to inform the reader to make green smoothie
- Blender, glass
- Banana, pineapple, orange, kiwi, lemon
 - It asoon as possib bleas the enzyme ~~is~~ active

pieces	small	slided
drink	enjoy	smooth
blender		

2. vegetables
 3. Good
 4. pieces
 5. leaves
 6. small
 7. Blender

Green Smoothie

Green smoothie is a popular health (1) . . . It is made from fresh fruits and (2) . . . It is very rich of enzyme and (3) . . . for diet. All we need are; ½ frozen banana, 2 (4) . . . frozen pineapple, 1 orange, 1 kiwi, ¼ lemon, ½ apple, 2 (5) . . . of green leaf lettuce, and 100 ml water.

First, cut fresh fruits (orange, kiwi, apple, and lemon) into (6) . . . pieces. Next, place ½ frozen banana and 2 pieces of frozen pineapple in a (7) . . . and add 100 milliliter of water. Add the fresh (8) . . . fruit and 2 leaves of green lettuce. Blend it until (9) . . . When it is done, serve it in a glass and (10) . . . it as soon as possible as the enzyme is active.

8. sliced
 9. smooth
 10. enjoy

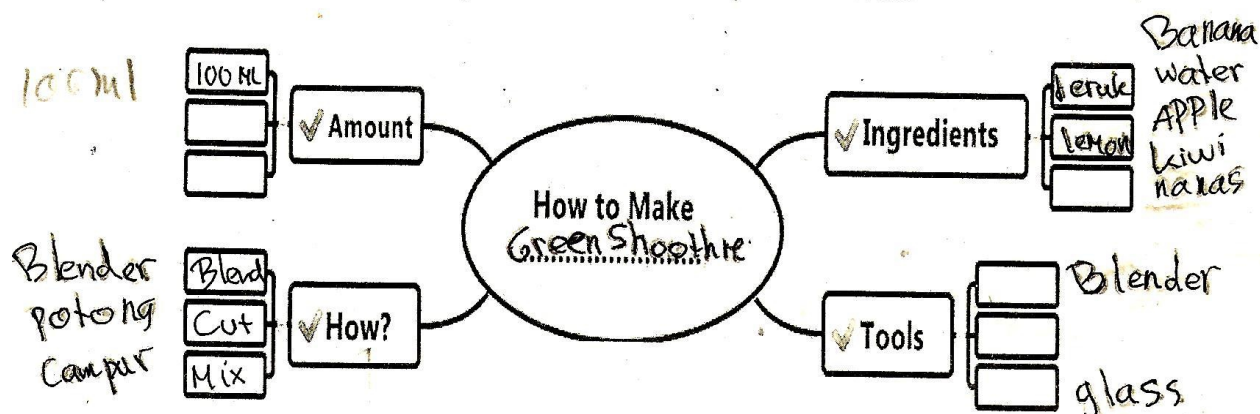
Task 6

Answer the questions based on the text.

1. What is the text about?
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4. What is the fresh fruit needed to make the smoothie?
5. Why should we enjoy the smoothie quickly after it is done?

Task 7

Fill in the semantic mapping chart based from the text: Green Smoothie



Task 6

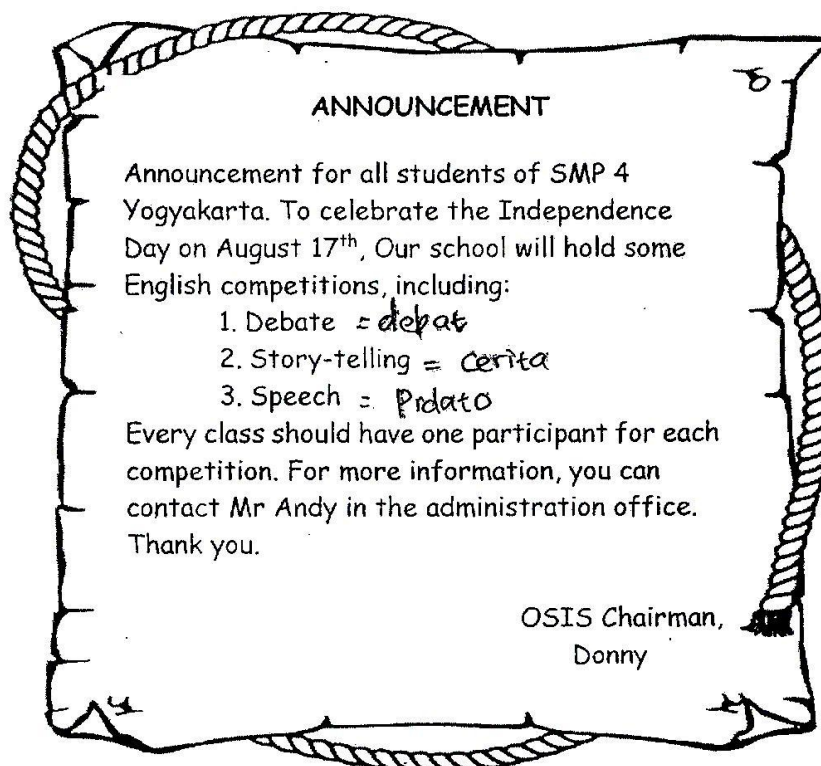
1. Green smoothie
2. untuk informasi membuat Green smoothie
3. Blender, glass
4. jeruk, kiwi, apel, lemon, nenas, pisang
5. it as soon as possible as the enzyme is active

TASK 2

Nela L.

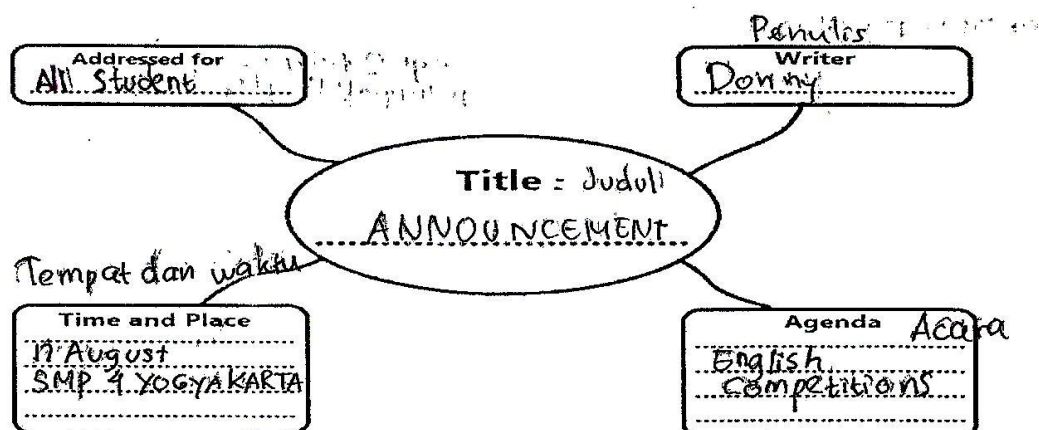
Read the following text and find the meanings of the following words in Indonesian. You can look up the words in your dictionary. Try to pronounce them.

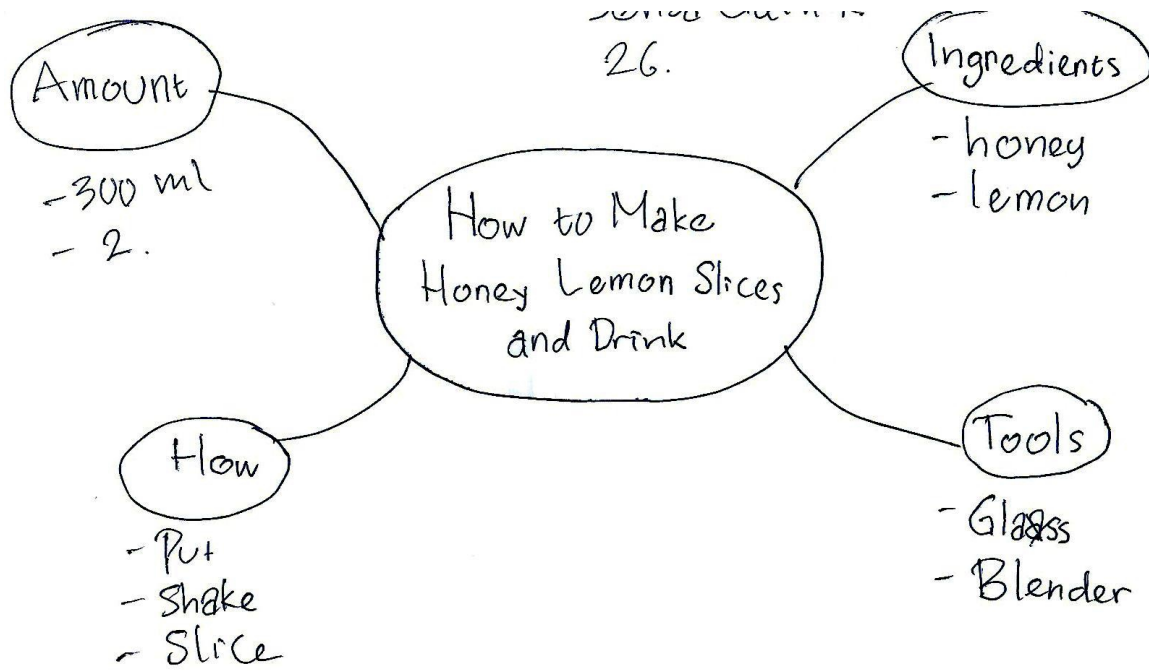
celebrate	: Merayakan
independence	: kemerdekaan
competition	: perlombaan
hold	: menyelenggarakan
participant	: partisipasi / peserta
administration	: Tata usaha



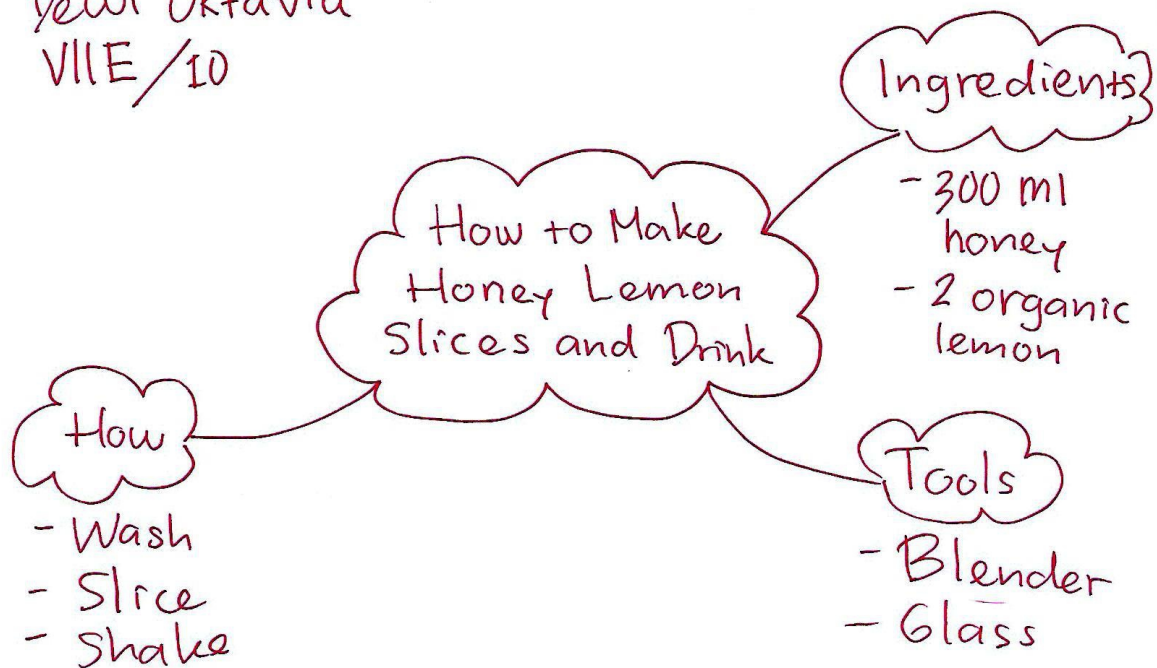
TASK 3

Read again the announcement above and fill the semantic mapping chart below.





Dewi Oktavia
VII E/10



APPENDIX I

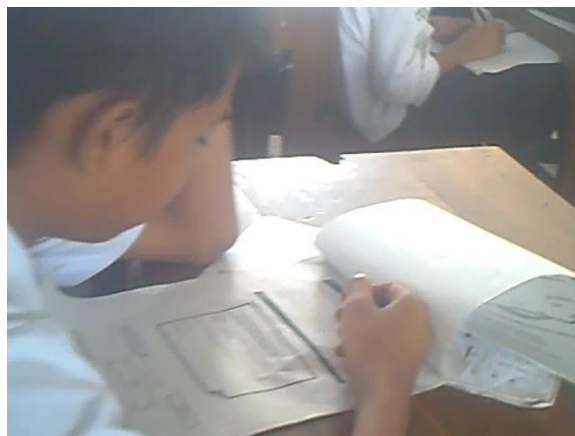
PHOTOGRAPH



Picture 1. The students do the “number the pictures in the right order” task.



Picture 2. The researcher leads the discussion after the students filling the map in the whiteboard.



Picture 3. The student fills the map in the handout.



Picture 4. The students are enthusiastic to fill the semantic mapping on the whiteboard.



Picture 5. The students answer the questions in the handouts.

APPENDIX J

LETTERS



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 JETIS BANTUL
Alamat : Jl. Imogiri Km 11 Jetis Bantu) Kode Pos 55781
Telpon (0274) 6994216 e-mail : smp.1.jetisbantul@yahoo.co.id

SURAT KETERANGAN

Nomor : 420 / 097/2014

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 1 Jetis Kabupaten Bantul Propinsi Daerah Istimewa Yogyakarta, menerangkan dengan sesungguhnya bahwa :

N a m a : NATALISA KRISNAWATI
N I M : 10202241060
Fakultas : FBS
Jurusan : Pend. Bahasa Inggris
Jenjang : Strata Satu (S1)
Universitas : Universitas Negeri Yogyakarta.

Benar-benar telah melaksanakan penelitian tugas akhir skripsi dengan judul :
"USING SEMANTIC MAPPING TO IMPROVE 7th GRADE STUDENTS'
READING COMPREHENSION IN SMPN 1 JETIS IN THE ACADEMIC
YEAR OF 2013/2014"

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jetis, 06 Mei 2014
Kepala Sekolah

RINI FAISYUNIATI, M.Pd.
NIP. 19810627 198103 2 005





PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
 Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 1441 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/168/4/2014
 Tanggal : 06 Maret 2014 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
 b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
 c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama	:	NATALISA KRISNAWATI
P. T / Alamat	:	Fak Bahasa Dan Seni, Pendidikan Bahasa Inggris UNY ,
NIP/NIM/No. KTP	:	10202241060
Tema/Judul Kegiatan	:	USING SEMANTIC MAPPING TO IMPROVE 7 TH GRADE STUDENTS' READING COMPREHENSION IN SMP N 1 JETIS IN THE ACADEMIC YEAR OF 2013/2014
Lokasi	:	SMP N 1 JETIS
Waktu	:	22 April sd 22 Juni 2014

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
 Pada tanggal : 22 April 2014

Kepala,
 Kepala Bidang Data
 Penelitian dan Pengembangan,
 u.p. Kasubid. Litbang

Natalisa Krisnawati, S.P., M.P.
 NIP. 197106081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinkdas Kab. Bantul
4. Ka. UPT Pendidikan Kec Jetis
5. Ka SMP N 1 JETIS